DOCUMENT RESUME

ED 148 734 SP 011 608

AUTHOR Hug, William E.
TITLE Project Libra: A Competency-Based, Field-Centered Aboroach to the Preparation of Library Media Specialists.
INSTITUTION Auburn Univ., Ala. School of Education.
PUB DATE [70]
NOTE 130p.; Some pages are marginally legible due to print quality

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage.
DESCRIPTORS Educational Objectives; Graduate Study; *Media Specialists; *Performance Based Teacher Education; *Program Content; *Program Descriptions; Teaching Skills; Undergraduate Study
IDENTIFIERS *Auburn University AL

ABSTRACT

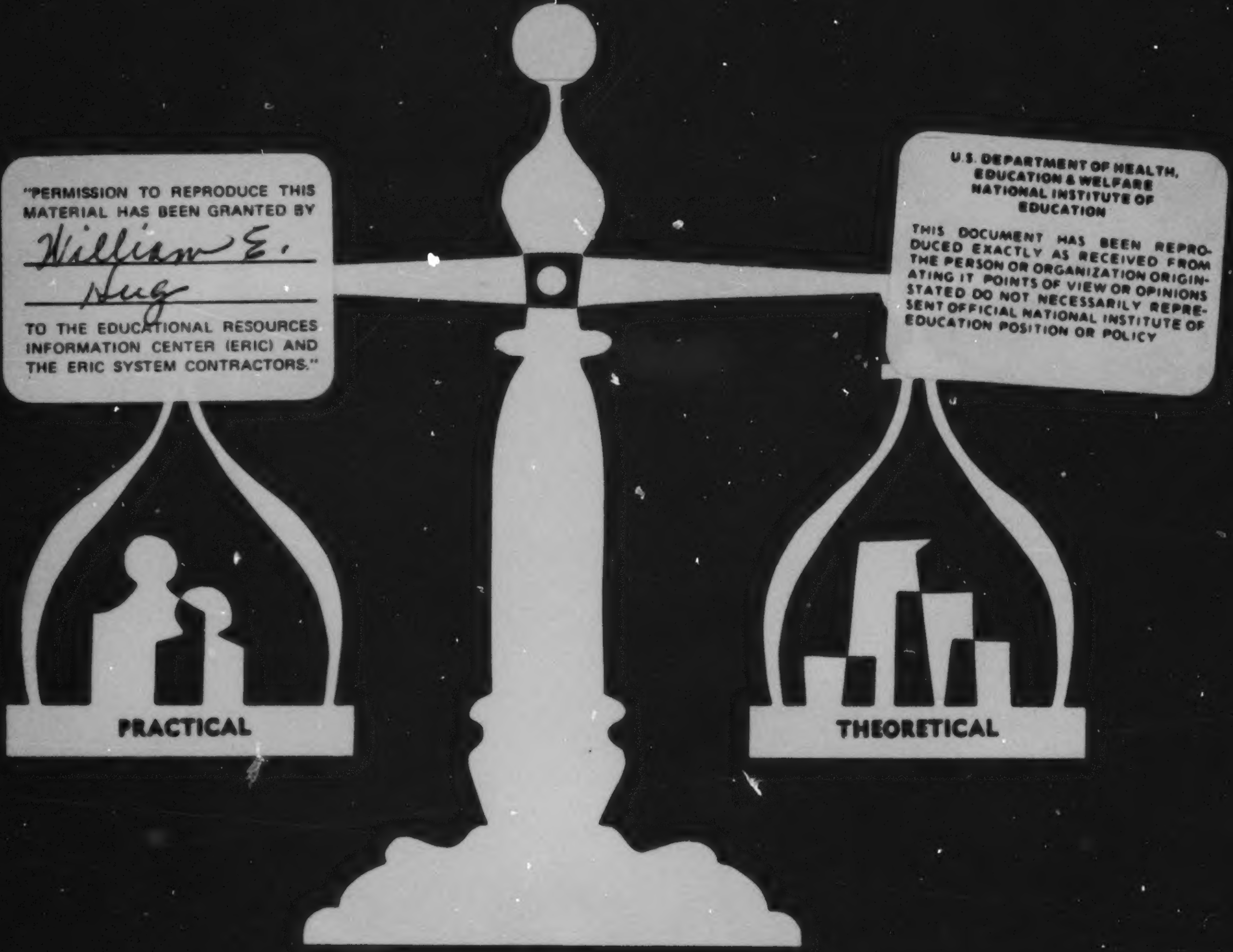
This document describes Project Libra, a competency-based, field-centered approach to preparation of library media specialists at the undergraduate and graduate levels at Auburn University (Alabama). Thirteen global objectives for the programs are listed, and competencies within each of these are suggested. The program of study and outlines of curriculum content for each of the global objectives are presented. In addition, sections of the document are devoted to participant recruitment, scholarship plans, staff and staff organization, facilities and equipment, and research evaluation, and dissemination components of the program. (MJB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED148734

Project Libra

[illegible] Approach to the Preparation of Library Media Specialists



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
William E. Hug
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND THE ERIC SYSTEM CONTRACTORS."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Department of Educational Media, School of Education, Auburn University, Auburn, Alabama 36830

SP011608

Project Libra

INFORMATION COPY

William E. Hug, Head of Department of Educational Media

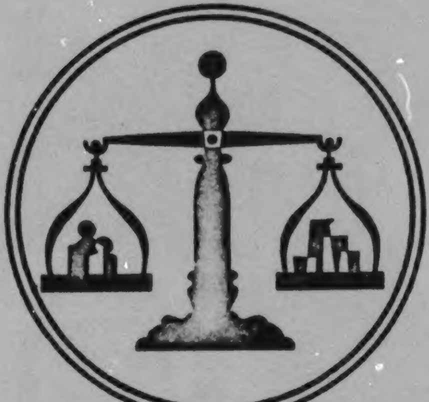
Department Staff
J. Robert Capps
Marvin Dawson
Mary Klontz
Louise Miles
Tom Miller
Freida Olive
Donna Speegle
Jeanet Swaggart
Dan Wright

BEST COPY AVAILABLE

Manuscript
Elizabeth deGraffenried
Peggy L. Schultz

Graphics
J. Robert Capps

Produced by
The Department of Educational Media
School of Education
Auburn University
Auburn, Alabama 36830



A Competency-Based, Field-Centered Approach to the Preparation of Library Media Specialists

Performance-Based Teacher
Education Project
AACTE

PB0052

TABLE OF CONTENTS

PART

I. Institution Fact Form *(deleted)*

II. Library Education Fact Form *(deleted)*

III. Description of the Institution

IV. Description of School Library Media Education Unit

V. Justification of the Proposal

VI. Program Objectives

VII. Program Change

VIII. Participants

IX. Recruitment Plan

PART

X. Scholarship Development Plan

XI. Program of Study and Training

XII. Curriculum Content Résumés

XIII. Staff

XIV. Staff Organization Chart *(deleted)*

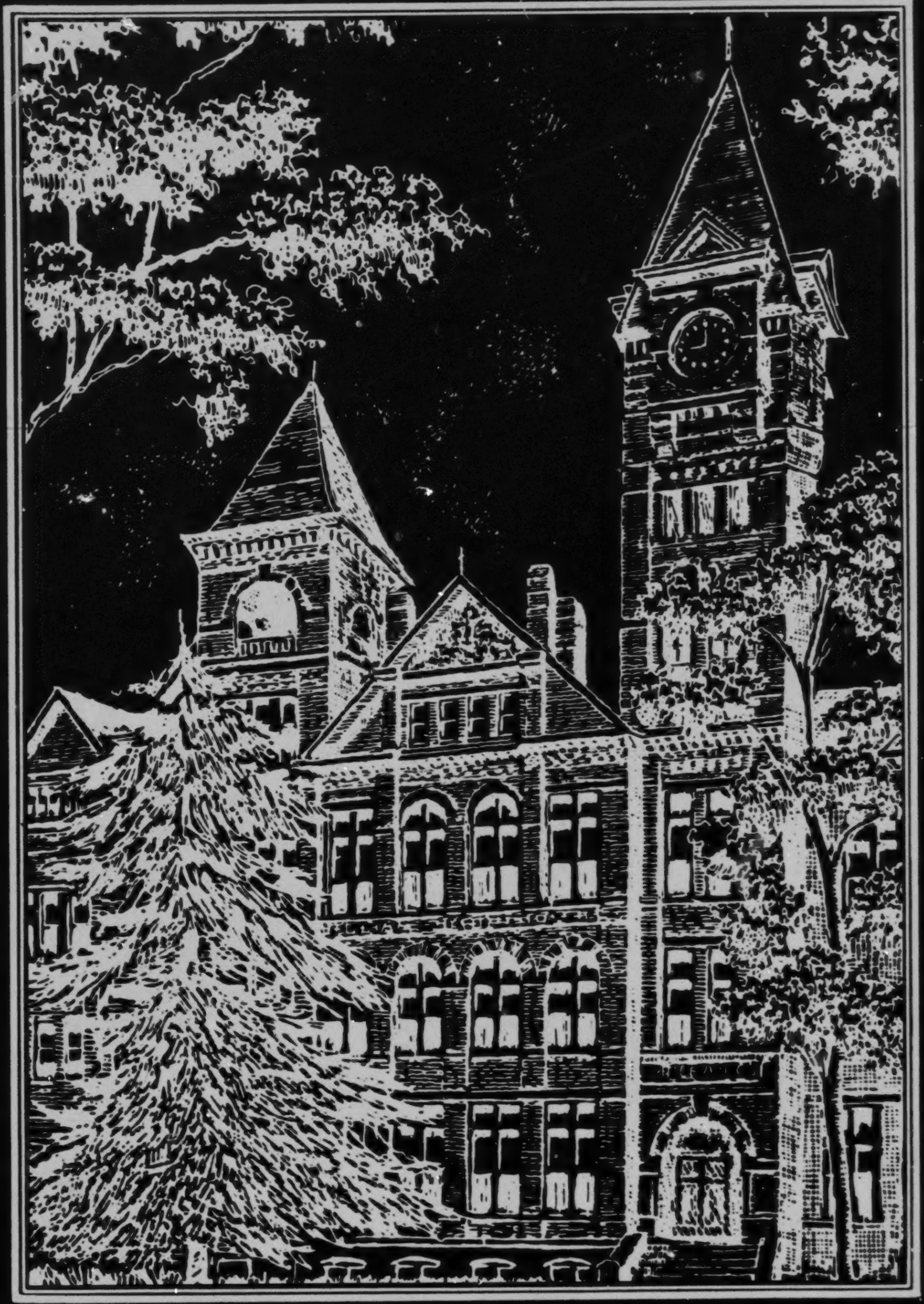
XV. Facilities, Equipment and Materials

XVI. Research, Evaluation and Dissemination

XVII. Advisory Board

XVIII. Estimated Program Budget Form *(deleted)*

APPENDICES
(deleted)



III. DESCRIPTION OF THE INSTITUTION

Auburn University, the land grant institution for the State of Alabama, seeks to discharge its responsibilities to the people of Alabama through its three divisions of Instruction, Research, and Extension.

Each student at Auburn University is enrolled in the Division of Instruction which has a two-fold purpose: to stimulate the student to reach his full potential as a human being through a respect for intellectual inquiry and an understanding of the cultural tradition of which he is a part; and to provide him with the knowledge and skills that will allow him to make his way successfully in a demanding and practical world.

The Division of Research has been a major function of Auburn University since its inception as a land-grant college in 1872. Each of the nine academic schools on the Auburn campus is involved in research. In 1944 a Research Council was formed to further research, to discover and develop research talent, to cooperate with all agencies for the betterment of the South, to foster and encourage learning in natural science, social science, the humanities, agriculture and engineering, and to promote liberal and practical education in the several pursuits of life.

The Division of Extension is concerned with the development and implementation of extension programs. In all of its extension and service programs, Auburn University continuously strives to serve the people, communities, and industries of Alabama more adequately by relating its competencies to their needs.

The proposed experimental program for the School Library Manpower Project would combine these three major functions of instruction, research, and extension. The instructional function will provide the student with learning experiences which are designed to develop the various competencies that are needed by media specialists. Through research the student will discover more effective ways of implementing media programs in public school situations. Through extension work in the field, the student will gain valuable experience in realistic situations, and the field schools will profit from the expertise furnished by the University.

IV. DESCRIPTION OF THE SCHOOL LIBRARY MEDIA EDUCATION UNIT

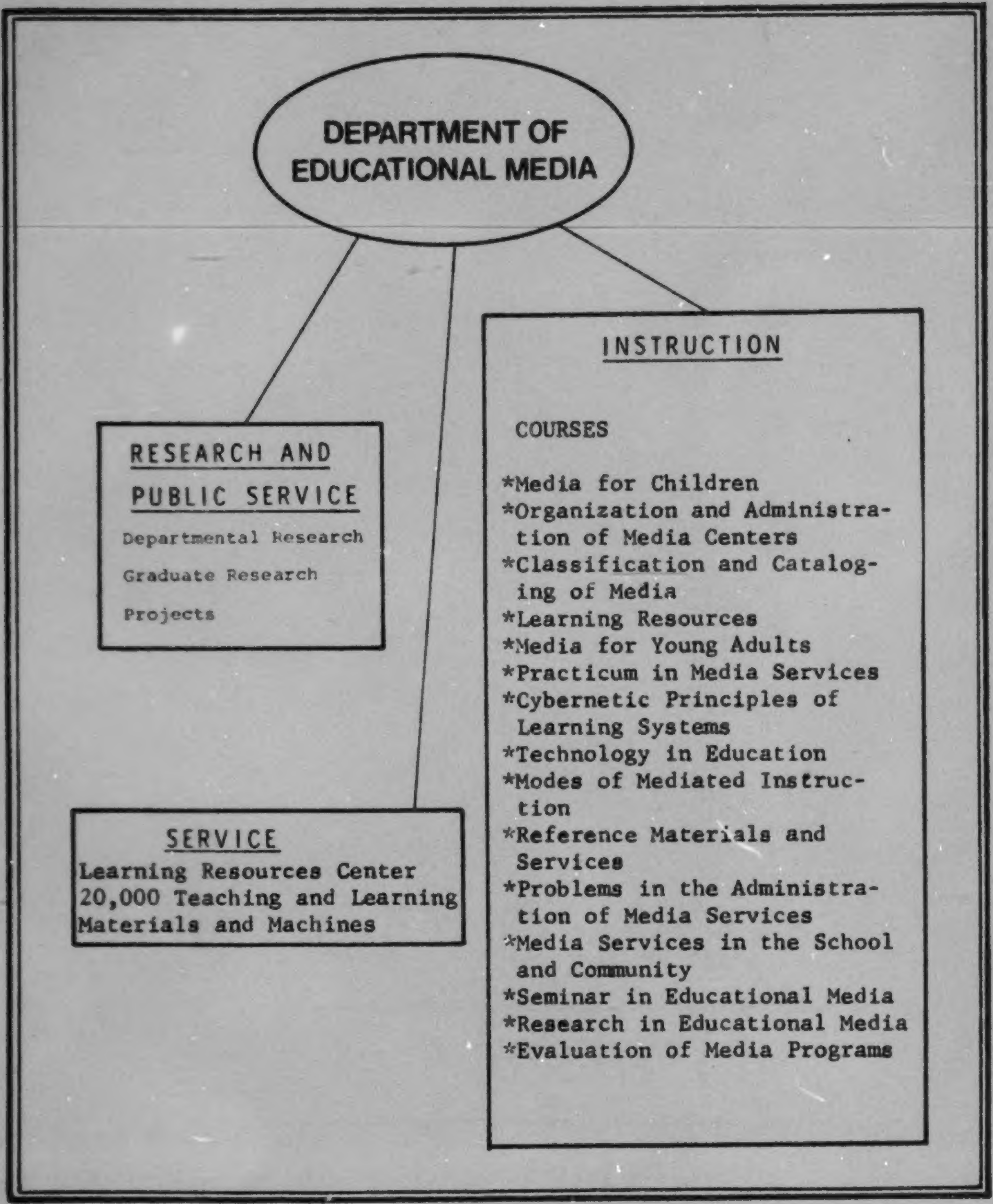
The Department of Educational Media in the School of Education at Auburn University "has as its primary goal the training of media specialists."[1] Auburn University is the first institution in Alabama and one of the first in the nation to offer a program leading to full certification for media specialists. The NCATE-accredited program was approved on September 1, 1970, by the Director of Teacher Education and Certification, thereby creating a credential for the State of Alabama.[2]

Auburn University's President Harry M. Philpott was President of the 1968 Alabama Education Study Commission which sounded early the need for a new kind of professional in our school libraries.

---

[1] William E. Hug, "Master of Education with a Concentration in Educational Media," *Graduate Programs in Education with a Concentration in Educational Media* (Auburn University: Learning Resources Center), 1970.

[2] Letter dated September 1, 1970, from W. Morrison McCall, Director of Teacher Education and Certification to Dean Truman M. Pierce, School of Education, Auburn University.



DEPARTMENT OF EDUCATIONAL MEDIA

RESEARCH AND PUBLIC SERVICE

Departmental Research

Graduate Research

Projects

SERVICE

Learning Resources Center
20,000 Teaching and Learning Materials and Machines

INSTRUCTION

COURSES

- *Media for Children
- *Organization and Administration of Media Centers
- *Classification and Cataloging of Media
- *Learning Resources
- *Media for Young Adults
- *Practicum in Media Services
- *Cybernetic Principles of Learning Systems
- *Technology in Education
- *Modes of Mediated Instruction
- *Reference Materials and Services
- *Problems in the Administration of Media Services
- *Media Services in the School and Community
- *Seminar in Educational Media
- *Research in Educational Media
- *Evaluation of Media Programs

> *It is recommended (A) that state universities and colleges institute formal programs of study at the graduate level for the preparation of media specialists and (B) that teacher education programs include adequate preparation in media utilization.*[3]

The Department of Educational Media serves three functions. The instructional program provides through its sixteen upper division and graduate courses an area of concentration for candidates for graduate degrees and a minor for students seeking their bachelor's degree. The Learning Resources Center serves as a learning laboratory to students and faculty of the School of Education as well as a training facility for media personnel. The functions of research and public service include departmental research, graduate research, and experimental projects and programs. The Department strives to keep a balance between instruction, research, and service so that each contributes to the other and at the same time advances the purposes of the School of Education and Auburn University.

The Department maintains a close working relationship with state and national agencies and committees studying the role of the media specialist as well as with library media centers in the local schools. Competencies identified by the School Manpower Project, *The Big M in Education--Media Specialist: A Role Defined*[4], and Teaching Research (Monmouth, Oregon) have provided the Department with an operational base for the building of Auburn University's program.

---

[3] Alabama Education Study Commission, *Report of Task Force I: The Role and Scope of Public Education in the State of Alabama* (Montgomery: Alabama Education Study Commission, 1968), p. 123.

---

[4] William E. Hug and Thomas E. Miller, eds. *The Big M in Education--Media Specialist: A Role Defined* (Montgomery: The State Department of Education), 1970.

The importance of the media specialist cannot be overemphasized. He is a prototype of the future. A professional functioning as a facilitator of learning, managing the heart of the school, the learning laboratory.

V. JUSTIFICATION OF THE PROPOSAL

The importance of the library media specialist cannot be overemphasized. He is not the made-over stereotype of a librarian, audio-visual specialist, or teacher. Rather, the media specialist is a prototype of the future, a person who will function as a facilitator of learning, managing the heart of the school, the library media center. The media specialist must develop the library media center into a learning laboratory if modern educational programs are to move from their theoretical base into operational models.

PROJECT LIBRA will establish the frequently neglected but necessary balance between on-the-job training and the more theoretical university-based experiences. Practicing library media personnel and full-time students will be enrolled in the experimental program. A sequence of planned experiences will provide the opportunity for students to work in library media centers as well as allow practicing library media personnel to pursue a program of studies leading to the Master of Education Degree and full certification as a media specialist.

The program is needed to provide the means for developing a model center for the training of media specialists. Since the demand for library media specialists is acute, the model program will attract more people into the field and provide training for practicing library personnel who need to acquire deeper, broader competencies in library media.

The basic fallacy of most field experience is the assumption that reality is in and of itself good. Few library media centers are operational models of what the School Library Manpower Project or *Standards for School Media Programs* describe. Consequently, most field experience runs the danger of perpetuating outmoded practices and attitudes rather than providing experience relevant to the new concept of the library media specialist and his role in modern education. *PROJECT LIBRA* incorporates the participating field centers and their key personnel into a unified and goal-oriented program which complements and gives direction to university-based experiences.

A field-centered, competency-based program for the training of media specialists is in direct response to the demand for a new kind of professional in our schools as well as to the more basic need to establish an equitable and effective balance between the practical and the theoretical aspects for the education of professionals at all levels. Demonstrated processes and field-tested experiences can provide a curriculum incorporating training guidelines for similar programs statewide and nationwide.

The goal of *PROJECT LIBRA* is to provide the best possible educational experience for the preparation of library media specialists. The staff of the Department of Educational Media is committed to the belief that the amount of significant learning is directly proportional to the relevance and quality of the educational experience. This means that needs must be clearly identified, objectives must be operational, content must be relevant, experiences must be constructed on sound principles, strategies and media must be appropriately applied, and competencies gained must be assessed for the purpose of improving the instructional system, not for the purpose of ranking learners.

[illegible]
[illegible]

This commitment is more than the expression of an attitude toward instruction. The implication is that projects or departments sincerely seeking change must utilize a new system for generating, managing, and monitoring programs. The School Library Manpower Project has provided the content framework on which *PROJECT LIBRA* has

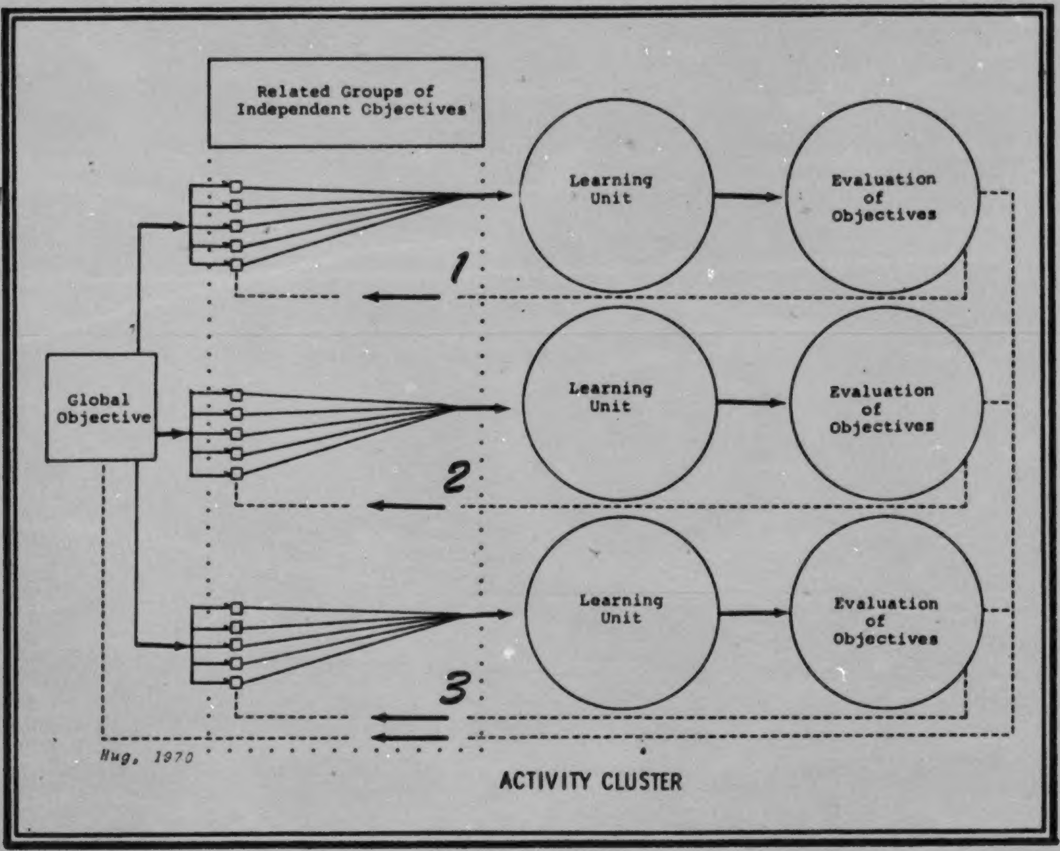
SLMP

been designed. *PROJECT LIBRA* proposes the utilization of a more effective system for the translation of content into experiences. Such a system demands content mastery by participants in order to perform competently rather than to simply demand content mastery with the hope that the student will eventually see a relationship between content and practice.

The staff therefore ascribes to the old axiom that it is not what you know but what you can do with what you know that counts. This infers a function or a process. The library media specialist must be a fully functioning human who understands the process of which he is a part. Consequently, in order to be an integral and indispensable part of the total educational program, he must take part in the process (field-centered) and must be able to contribute to the program (competency-based). *PROJECT LIBRA* will provide environments and learning experiences which are examples of the kind and quality of activity the media specialist should be providing in his own center.

The goal "to provide the best possible educational experience for the preparation of library media specialists" is a broad, overarching objective. This goal gives the total program a continuing obligation toward program improvement. The next degree of refinement will be identified as a global objective. Global objectives relate to clusters of activities. Global objectives are further broken down into performance or behavioral objectives. Although the objectives presented in this section are behavioral in that they indicate that a terminal performance is expected, that conditions will be stated, and that a standard of performance will be identified, they need to be further refined if one is to *see* what is actually expected, what the exact conditions are, and what constitutes competency. The objectives identified in this section are categorized as global. Performance objectives

FIGURE I



will be stated in the section entitled PROGRAM OF STUDY AND TRAINING. (See FIGURE 1 which illustrates the concept of a global objective and how it relates to independent performance [behavioral] objectives, to the learning unit, and to evaluation procedure.)

Global objectives represent problem areas which, in a sense, associate a competency-based approach with a problem-centered approach. In any case, the content is what the student must know or be able to do in order to solve a particular problem. Specified content areas rarely constitute an appropriate organizational pattern for a competency-based curriculum since subject matter mastery does not necessarily mean that the student can utilize what he knows in order to solve problems. Activities associated with the library media specialist cut across identified content area boundaries and must be studied as they relate to an activity rather than as they relate to a content category. For example, consider the problem of media selection. How do school library media specialists select teaching and learning materials? In other words, the general problem must be identified in order to select appropriate content. After the general problem is identified, subproblems are easily recognized. For example:

What criteria are appropriate for all media? For books, kits, programs, discs, filmstrips, films, systems of instruction, etc.? What are the unique presentation forms represented by a medium or by media-mixes? How can a system for selection be generated which insures that the most appropriate personnel are participating in selection? What are the effective ways of organizing selection committees? What does the committee need to know in order to select appropriate resources for the library media center? How should the media specialist assign priority and determine balance in order that the total school program is supported?

PROJECT LIBRA will provide a series of teacher, student, and student-teacher planned activities which will be designed to offer solutions to the preceding kind of problems. The global and performance objectives developed in this section and in the section entitled PROGRAM OF STUDY AND TRAINING grow from identified problems. Problems will be a subject of continual study and will undergo continued analysis and refinement during the operational stages of the experiment.

Problems have been translated into thirteen global objectives by the staff of *PROJECT LIBRA*. Each objective was studied as it related to both the content and the objectives suggested by the School Library Manpower Project. First, the objectives will be presented. Second, content and objectives suggested by the School Library Manpower Project will be shown as each contributes to *LIBRA* objective number one. Third, a chart will be shown which suggests the interrelationships between the project's global objectives and objectives identified by the School Library Manpower Project in order to illustrate how SLMP objectives were incorporated in *PROJECT LIBRA*.

The thirteen global objectives of *PROJECT LIBRA* are: Given the conditions[5] and the degree(s) of competency (ies)[6] expected, the student will

1. select teaching and learning materials,
2. produce and repackage media to meet specific user demands,
3. contribute as a member of a teaching-learning team,
4. assist in curriculum planning,
5. guide students in forming appropriate study habits,
6. design, implement, and evaluate systems for media storage and retrieval,

---

[5] Used to mean the content to be acted upon--a case study, an educational film, a situation, a book, a discussion, etc.

[6] Minimum standards of performance.

7. apply physical, mental, emotional and social processes as they relate to learning and the library media program,
8. determine and implement purposes, functions, and components of the library media center necessary to support the total school program,
9. interpret the media program as it relates to the school and community,
10. express a commitment to continued professional growth,
11. conduct workshops, in-service instruction, discussions, demonstrations, and other activities that assist users to better utilize the school library media center,
12. evaluate and encourage promising innovative practices as they relate to the media program, and
13. develop and implement methods for utilizing community resources in the school media program.

Because of the interrelatedness of competencies and the artificiality of ordering complex activities, global objectives have not been stated in any hierarchical arrangement and do not indicate sequence or priority.

Major content areas and objectives suggested by the School Library Manpower Project are listed for project objective number one in order to illustrate how the

SLMP

objectives of *PROJECT LIBRA* have accommodated the content and objectives identified by the School Library Manpower Project.[7] (The numbering of the areas corresponds to the Curriculum Content Committee's report.) Given the conditions and the degree(s) of competency(ies) expected, the student will select teaching and learning materials. Supporting objectives identified by the School Library Manpower Project are:

MEDIA [major area]

1. *To locate and select reliable sources of information about media.*
2. *To develop a collection of bibliographic tools essential for keeping abreast of output in media and technology.*
3. *To differentiate between the processes of assessment based on professional judgment and evaluation based upon prescribed criteria and/or satisfaction of the user.*
4. *To identify and apply appropriate criteria for assessing and evaluating materials and equipment in terms of their purported function and the needs (cognitive, physiological and effective) of the potential user.*

. . .

7. *To appraise systems and aids for classifying and cataloging of resources available from other agencies.*

. . .

---

[7] Competencies from a report of the Curriculum Committee, School Library Manpower Project. "Major Areas of Competencies for the Education of School Library Media Specialists" (Chicago: American Library Association), March, 1970. Mimeographed.

Biblio

14. *To apply instructional methodology and knowledge of instructional objectives to the place and utilization of media in the educational program.*

HUMAN BEHAVIOR: DEVELOPMENT AND INTERACTION

1. *To identify the major characteristics of human growth and the factors affecting development from infancy through adulthood in cognitive, affective, physiological and social terms* [for the purpose of selecting appropriate media for a specific target population].

. . .

LEARNING AND LEARNING ENVIRONMENT

. . .

4. *To evaluate, utilize, and design media technology to facilitate learning.*

. . .

PROFESSIONALISM

. . .

2. *To practice effective interpersonal relationships with colleagues working toward common goals* [cooperatively selecting media].

. . .

PLANNING AND EVALUATION

1. *To determine the philosophy for the media program with the members of the educational team* [as it applies to selection policy].

. . .

4. *To analyze and relate the assessment to the educational objectives of the school* [as a guide to media selection].

MANAGEMENT

. . .

5. *To develop and implement policies and procedures for the school media program* [as they relate to selection].

. . .

7. *To establish process for periodic appraisal of program* [as it relates to selection].

. . .

20. *To establish and administer procedures for identifying, previewing, evaluating, and selecting media.*

21. *To pursue constant investigation of products and services available in order to choose the best ones to accomplish the desired purposes.*

22. *To establish priorities with school staff for selection and acquisition of materials and equipment.*

23. *To establish and administer process for acquisition of media.*

. . .

RESEARCH

. . .

7. *To evaluate and apply research findings for the improvement of the school media program* [as findings relate to selection].

Many of the objectives identified by SLMP and listed under this first objective of *PROJECT LIBRA* relate to others identified by this experimental program. These interrelationships are not shown. The purpose of arranging the objectives suggested by the School Library Manpower Project in this manner is to demonstrate how both content and objectives of SLMP have been studied, accounted for, and validated as they relate to identified problems.

This method provides data which is helpful in grouping objectives, identifying interrelated objectives, and sequencing activities. In order to further illustrate the interdependence of objectives identified in the School Library Manpower Project as they relate to the objectives of *PROJECT LIBRA*, FIGURE 2 is presented. This chart shows the number of objectives identified by SLMP that relate to each of the objectives identified by *PROJECT LIBRA*.

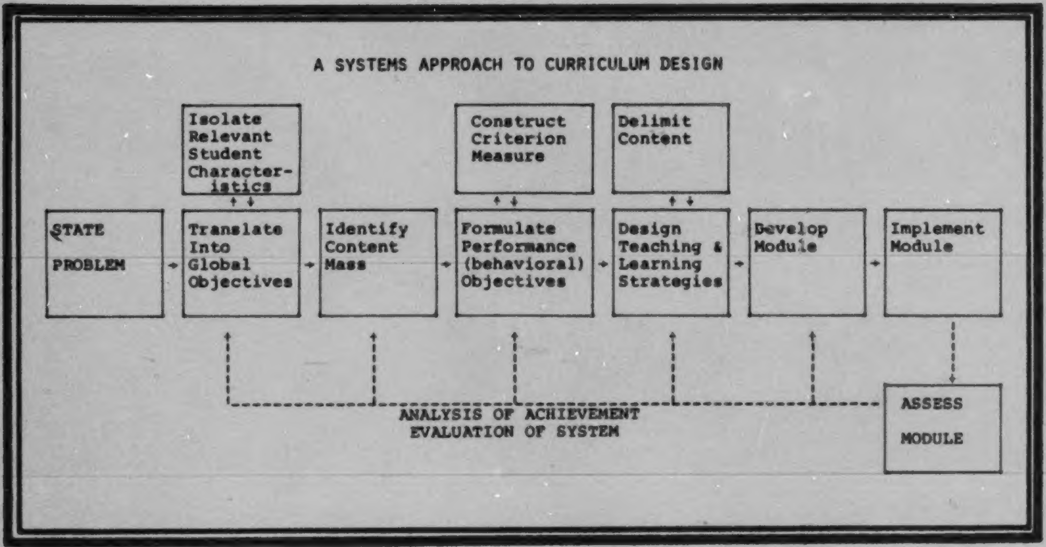
FIGURE 2
SUGGESTED INTERRELATIONSHIPS BETWEEN GLOBAL OBJECTIVES AND OBJECTIVES IDENTIFIED BY THE SCHOOL LIBRARY MANPOWER PROJECT

LIBRA OBJEC- TIVES	SCHOOL LIBRARY MANPOWER OBJECTIVES						
	MEDIA	HUMAN BEHAVIOR: DEVELOP- MENT AND INTERAC- TION	LEARNING AND LEARNING ENVIRON- MENT	PROFES- SIONALISM	PLANNING AND EVALUAT- TION	MANAGEMENT	RESEARCH
1	*6*	*1*	*1*	*3*	*2*	*5*	
2	*1*	*1*	*1*	*3*		*2*	
3	*4*	*4*	*9*	*3*	*1*	*2*	
4	*4*	*4*	*10*	*3*	*1*	*3*	*1*
5	*3*	*2*	*4*	*1*		*1*	
6	*2*		*3*	*2*		*6*	
7	*1*	*2*	*1*	*3*		*1*	
8	*1*	*1*	*4*	*3*	*7*	*29*	*6*
9	*3*	*4*	*6*	*3*	*1*	*2*	
10		*4*	*1*	*8*		*2*	
11	*5*	*5*	*12*	*3*	*2*	*4*	*1*
12	*3*	*1*	*2*	*3*		*4*	*1*
13		*1*	*5*	*1*		*1*	

Indicates number of objectives which appear to be interrelated.

To further clarify the roles of objectives in *PROJECT LIBRA*, a system for module development is submitted in order to illustrate how the curriculum will emerge after global objectives are broken down into performance (behavioral) objectives. The system allows for a continual monitoring of performance for the purpose of keeping the curriculum current, assuring that techniques are effective, and gaining information on which to build the next module. In relation to the systems approach to curriculum design presented in FIGURE 3, global objectives appear in this section; sample performance objectives, learning strategies, anc criterion measures are suggested in Section XI (FIGURE 11); and preliminary identification of content is presented in the Content Résumés (Section XII).

FIGURE 3


A SYSTEMS APPROACH TO CURRICULUM DESIGN
Isolate Relevant Student Character-istics
Construct Criterion Measure
Delimit Content
STATE PROBLEM
Translate Into Global Objectives
Identify Content Mass
Formulate Performance (behavioral) Objectives
Design Teaching & Learning Strategies
Develop Module
Implement Module
ASSESS MODULE
ANALYSIS OF ACHIEVEMENT
EVALUATION OF SYSTEM

Next, a sample learning activity has been developed which relates to *PROJECT LIBRA* objective number eight and illustrates how the systems approach utilizes gross objectives, performance objectives (behavioral), and sub-objectives in a sample university-based learning activity. A related cluster of activities will form a module. The activity is designed to develop competency in the process of identifying purposes of a library media center. The module (1) takes advantage of individual differences, (2) stresses human interaction, (3) utilizes media in an appropriate manner, and (4) leads to field-based and university-based activities.

Formulating Purposes

Problem	What are the purposes of library media centers?
Global Objective	Given the conditions and the degree of competency expected, determine and implement purposes, functions, and components of the library media center necessary to support the total school program. The functions and components necessary for the operation of a school media program must naturally grow from the identified purposes of the program. The purposes must not only relate to the

community but also directly support the total school program. In addition, the student needs to perceive the similarities and the differences between more comprehensive libraries and the school media center. Since the backgrounds of the students are difficult to determine, this module utilizes the experience of each in arriving at the criterion and permits the staff and the students to become better acquainted. The kind of personal interaction desired can be classified as an inductive mode of inquiry which is common to the way purposes are usually identified.

Student Characteristics	Students have varied educational backgrounds, varied cultural backgrounds, and varied amounts of experience in different libraries and library media centers.
Content	*The Hottest Spot in Town, At The Center* and three student selected references.
Criterion	Individually produce a statement of purpose for a library media center.
Performance Objectives	1.00 Utilizing two films, a minimum of three outside resources, a process for decision making, and the experience of classmates, the student will formulate a statement of purpose for a library media center.
Sub-Objectives (some times called task, interim, or enabling objectives)	1.01 Using *The Hottest Spot in Town* (film) as an information base, list seven purposes for libraries. 1.02 Number each purpose from one to seven; one indicates the most important purpose; seven indicates the least important purpose.

1.03
Form student groups of three. Using the process of consensus, rearrange the priorities in order to reflect the best thinking of the group. Retain no more than seven. Fewer are acceptable. Rewrite if necessary.

1.04
Combine the purposes identified by each group and reorder to show objectives adopted by the total group. Combine, rewrite, and drop until you retain no more than seven.

1.05
Using *At The Center* (film) as an information base, list seven purposes for school library media centers.

1.06
Number each purpose from one to seven; one indicates the most important purpose; seven indicates the least important purpose.

1.07
Form student groups of three. Using the process of consensus rearrange the priorities in order to reflect the best thinking of the group. Retain no more than seven. Fewer are acceptable. Rewrite if necessary.

1.08
Combine the purposes identified by each group and reorder to show objectives adopted by the total group.

1.09
Using the identified purposes for libraries and school library media centers, identify as many similarities and differences as you can which you deem important. Combine and drop until you retain no more than seven. Rewrite if necessary.

	1.10 Using the Learning Resources Center and/or the main library, locate and identify at least three other sources which attempt to compare libraries to school library media centers.
	1.11 Share your findings and conclusions with other members of the module. How are your purposes different from other members in the group? How are they the same? Modify and formalize your statement of purpose for a library media center.
Strategy	Inquiry; assigning priorities by concensus; small group discussion; independent study.
Activity Assessment (see Evaluate FIGURE 2)	How did this module help you determine the process by which purposes are identified? What factors determine identified purposes for a given library media center? List and comment on new terms you have learned and used. Was the time allowed adequate? Too much? Outline a procedure for identifying the purpose of your library media center using personnel from your school and community.
Posttest	Completed set of purposes for a library media center.

Notice that the information gained from *Activity Assessment* was not used to evaluate the student. This information will be used to refine activities including assessment of instruction and to determine entry level as described for the next unit. There are several appropriate activities that could follow "Formulating Purposes." The next activity could identify the functions and components of the library media center or it could be a module for the development of purposes, functions, and components for one of the field centers. The staff and University students would work with the field center's media personnel, pupils, parents, teachers, and administrators in cooperatively organizing this activity. Data gained from *Activity Assessment* will indicate what needs to be mastered before attempting this activity.

Both University-based and field-centered activities will utilize the general system for curriculum development presented in FIGURE 3. Generally speaking, field-centered modules will grow from University-based experiences and will be designed by the student(s) and an assigned Auburn University faculty consultant. FIGURE 4 outlines the procedure for designing a field-centered experience. Field-centered as well as University-based modules will be developed from problems related to each of the thirteen global objectives.

The importance of using a system for curriculum development cannot be overemphasized. However, the system must *facilitate* curriculum generations, not place an artificial barrier which becomes a block rather than an aid.

PROJECT LIBRA
FIELD-CENTERED MODULE

Auburn Faculty Consultant ______________________________	Student(s) ______________________________ ______________________________ ______________________________
Field Center ______________________________	

Date Approved _______________ Starting Date _______________

Expected Completion Date _______________

PROBLEM STATEMENT ____
____
____

GLOBAL OBJECTIVES ____
____
____
____
____
____

IDENTIFIED PREREQUISITES _____________________________________
____
____

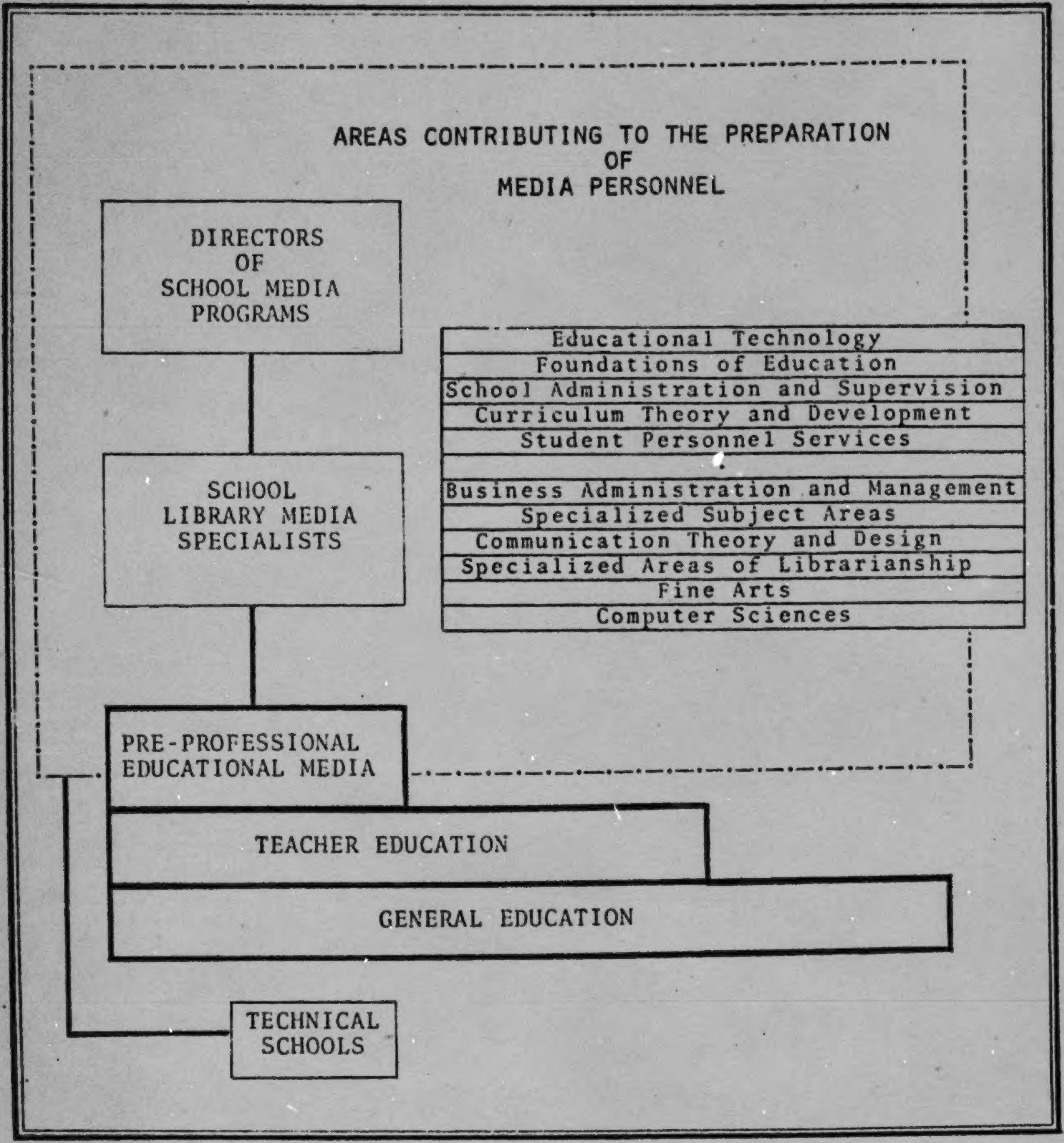
COMPLETE THE FOLLOWING AND ATTACH TO THIS COVER SHEET

1. *Identify content mass* (locate possible sources of information--books, films, filmstrips, articles, etc.).
2. *Formulate performance objectives* (spell out exactly what you expect to do and how your faculty consultant will know it has been done).
3. *Construct criterion measure* (base it on identified objectives).
4. *Specify strategies* (present detailed plans for activities in which you will engage in order to attain your objectives).
5. *Analyze achievement* (base analysis on stated objectives).
6. *Describe strengths and weaknesses* (write a brief description of your solution of this problem).

FIGURE 4

Consequently, the system will be modified as the staff, students, and consultants of *PROJECT LIBRA* find more effective and efficient ways of producing learning modules.

The important consideration is that a system be utilized for checking and accounting for significant instructional variables. The implication is that if traditional methodology is utilized for designing instruction, little change will occur. In other words, if a more viable curriculum for the training of library media specialists is to emerge from the competencies identified by the School Library Manpower Project, a more viable method of curriculum development must be utilized. In this context, the curriculum is a *product* of a curriculum building process and is developed as the activities in which students engage in order to gain competencies are identified.



AREAS CONTRIBUTING TO THE PREPARATION
OF
MEDIA PERSONNEL

DIRECTORS OF SCHOOL MEDIA PROGRAMS
SCHOOL LIBRARY MEDIA SPECIALISTS
PRE-PROFESSIONAL EDUCATIONAL MEDIA
TEACHER EDUCATION
GENERAL EDUCATION
TECHNICAL SCHOOLS
Educational Technology
Foundations of Education
School Administration and Supervision
Curriculum Theory and Development
Student Personnel Services
Business Administration and Management
Specialized Subject Areas
Communication Theory and Design
Specialized Areas of Librarianship
Fine Arts
Computer Sciences

VII. PROGRAM CHANGE

The Department of Educational Media at Auburn University is committed to the principles supporting the concepts of (1) a career ladder, (2) differentiated staffing, and (3) individualized instruction. Consequently, we have endeavored to identify the experiences essential to the training of the school library media specialist in relation to subprofessionals as well as directors of media programs. After a careful analysis of the desired competencies of media specialists, we believe that the role of the school library media specialist most realistically focuses on the master's degree level. This would infer that preparation as an undergraduate would not constitute full professional capability and that programs for supervisory personnel would indicate a degree of preparation beyond the master's degree.

Because we believe in the principles of differentiated staffing, the department currently employs twenty-seven staff members, including work-study students, clerks, secretaries, technicians, graduate assistants, graphic artists, media specialists, and university professors. Staff members operate as a team, each playing a role in the preparation of the school media specialist.

Although Auburn University has been preparing school library personnel for over ten years, not until September 1, 1970, did the Alabama State Department of Education approve the school media specialist program. The *School Library Personnel Task Analysis Survey, Standards for School Media Programs,* Teaching Research, and The Alabama Committee for the Preparation of Educational Media Personnel exerted the principal influences on the development of Auburn's program for the training of media specialists.

The current program leading to the Master of Education with a concentration in Educational Media has as its primary goal the training of school library media specialists. A student desiring certification as a media specialist in Alabama must (1) hold a master's degree in media from an institution with an approved program, (2) possess a teaching credential, and (3) qualify for a state school librarian credential. He must enter the program with a minimum of twelve hours from courses listed below. The Department may waive or substitute prerequisites.

EM 472	*Media for Children (4)*
EM 482	*Organization and Administration of Media Centers (5)*
EM 484	*Classification and Cataloging of Media (5)*
EM 485	*Learning Resources (5)*
EM 486	*Media for Young Adults (5)*
EM 487	*Practicum in Media Services (1-10)*
EM 610	*Reference Materials and Services (5)*

Although minimum requirements for the master's degree with a concentration in Educational Media can be satisfied in four quarters, in practice many students need five quarters or longer. This is especially true for students who desire a concentration in Educational Media with no undergraduate preparation in the area. All students should possess a recognized bachelor's degree and a minimum of twelve hours in media as prerequisite to entering the program as well as a valid teaching credential. In addition, the student must meet all requirements for the Master of Education degree detailed in the *Graduate School Bulletin*.

A *minimum* of eight hours is required in Administration and Supervision for the Master of Education with a concentration in Educational Media.

EM 482	*Organization and Administration of Media Centers (5)*
EM 611	*Principles of Media Services (5)*
EM 612	*Problems in the Administration of Media Services (5)*
AED 670	*Fundamentals of Supervision (5)*
AED 681	*Organization and Administration of Public Education (5)*
AED 683	*The Leadership Role in Educational Administration (5)*

A *minimum* of thirty-two hours is required in media for the Master of Education with a concentration in Educational Media. Approved courses outside the School of Education are listed by department.

SP 436 Television Production-Direction II (5)
SP 438 Television-Radio-Film Writing (5)
SP 439 Broadcasting in Education (5)
SP 473 Advanced Discussion (5)
SP 630 Studies in Radio, Television, and Film (5)
SP 632 Broadcast Programming and Criticism (5)
SP 673 Seminar in Discussion (5)
PG 430 Perception (4)
PG 600 Behavior Theory I (5)
SY 407 Public Opinion and Propaganda (5)

A fixed number of hours is not required outside the School of Education. The suggested minimum of twelve hours in these courses listed is to be considered a recommendation, not a rule. Students completing basic courses leading to library certification in conjunction with this program leading to certification as a Media Specialist must take all thirty-two hours from courses listed below.

EM 472 Media for Children (4)
EM 482 Organization and Administration of Media Centers (5)
EM 484 Classification and Cataloging of Media (5)
EM 485 Learning Resources (5)
EM 486 Media for Young Adults (5)
EM 487 Practicum in Media Services (1-10)
EM 489 Cybernetic Principles of Learning Systems (5)
EM 608 Technology in Education (5)
EM 609 Modes of Mediated Instruction (5)
EM 610 Reference Materials and Services (5)
EM 611 Principles of Media Services (5)
EM 612 Problems in the Administration of Media Services (5)
EM 613 Media Services in the School and Community (5)
EM 650 Seminar in Educational Media (1-10)
EM 651 Research in Educational Media (5)
EM 654 Evaluation of Media Programs (2-5)

PROJECT LIBRA will provide the means for developing an individualized, field-centered, competency-based program. The project would provide the guidance and manpower necessary to produce data which will bear on the answers to the following questions:

1. What competencies are best developed through field experiences?
2. What competencies are best developed through university experiences?
3. What competencies require an interdisciplinary approach?
4. What competencies can be developed into self-instructional sequences?
5. What competencies can be acquired in small-group discussions?
6. What competencies can be acquired in large-group presentations?
7. What competencies need to be developed in a model laboratory library media center?

In addition, *PROJECT LIBRA* will enable Auburn University to (1) establish and develop a competency-based, field-centered curriculum of mutual benefit to the participating schools and the University, (2) individualize competency clusters now organized under specific course titles, (3) establish a working system for substituting competencies mastered for formal courses, (4) establish and implement a staff development program, (5) design and implement a system for the continual validation and renewal of the emerging curriculum.

The experimental program will allow the department to identify the mixes of people, places, materials, and procedures which are appropriate for the education of school library media specialists. Outside consultants and interdisciplinary personnel will be used to give new insights on content and procedure.

We believe that this team approach can facilitate our move from a traditional course structure to a more flexible, competency-based, individualized program. In addition, we feel that extensive field work can further the opportunities for individualization through real problem identification and resolution.

Auburn University and the State of Alabama have contributed to the emerging role of the school library media specialist. The colleges and universities of the State of Alabama have cooperated with the State Department of Education in order to define the role of a school library media specialist, to establish a teaching credential for media specialists from the State Department of Education, and to embark upon a public relations program which is aimed not only at increasing the awareness of the school media specialist but also at changing the schools' perception of the librarian so that they can utilize the competencies developed. A further indication

Issue

growth yet may in-service

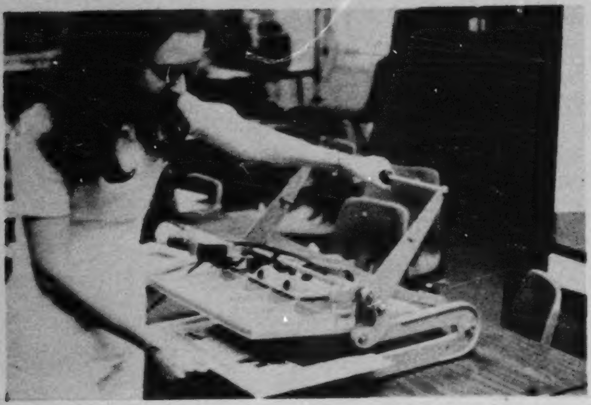
of Alabama's commitment to the concept of the media specialist is evidenced by the Alabama Committee for the Preparation of Media Personnel, a fifty-six member committee which met over a sixteen-month period entirely at the expense of the individual members who were convinced of the necessity for and potentiality of this type of trained personnel in the field of education.

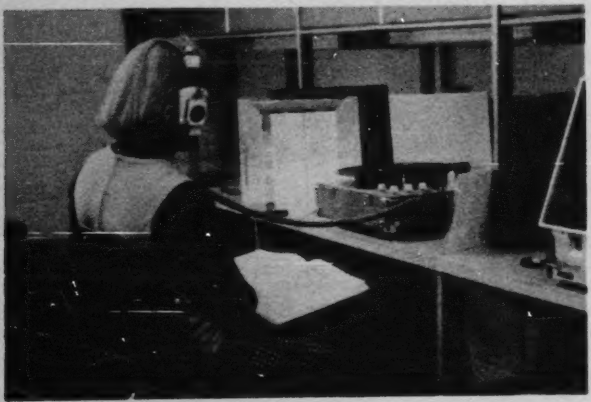
The commitment of Auburn University to this program is equally strong. Upon combining courses in audio visual instruction and librarianship, three new faculty positions were added to the program prior to the establishment of the Department of Educational Media (only four positions were awarded to the entire School of Education that year), and the entire maintenance increase allocated to the School of Education (1969) was awarded to the Learning Resources Center which later became the Department of Educational Media (July 1, 1970). Recognizing the need for a program to educate school library media personnel, the University has furnished the entire revenue for program development. The experimental program will provide the additional momentum for research and innovations which can make the program at Auburn University a model for the Southeast and the nation. Since Auburn University is committed to the improvement of her programs through research and experimentation, the University will make an effort to secure additional funding after a full evaluation of the program.

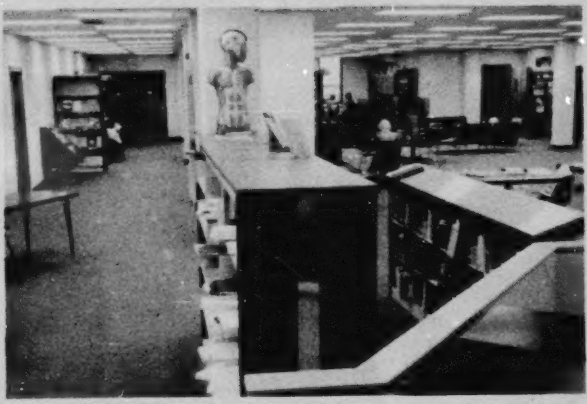
issue

The experimental program departs from the program now in operation since the major focus will be on developing a balance between a field-centered experience and the University-based training now employed in the training of media specialists. Besides the learning experiences in the field, the experimental program will also utilize the expertise of visiting consultants and related inter-disciplinary personnel to a greater extent than the existing program provides. Since the School Library Manpower Project has been a major influence on the development of the current program, the general direction and focus of the program will not change. The dramatic change will be in the ability to develop, implement, and maintain a model program which is more flexible and relevant to today's needs.

issue







Issue

VIII. PARTICIPANTS

Since we believe that an appropriate mix for the training of media specialists should incorporate the use of differentiated staffing as well as cooperative participation between the field and the University, the target group of *PROJECT LIBRA* will consist of field practitioners and University students. Consequently, practitioners enrolled in the program as well as University students are considered full-time participants in the project. The only significant difference is expressed in the number of quarters (four for University students, five for practitioners) that will be required to complete the program.

Since the program will begin Summer Quarter, 1971, with a minimum of ten field participants, adding approximately ten University participants Fall Quarter, 1971, each cycle will be composed of at least twenty participants. Therefore, twenty students will have completed the program by January, 1973. At the end of the third cycle (Summer, 1974), approximately sixty students will have completed the program.

We expect to increase the number of University students participating in the program in the second cycle (Fall, 1972). This represents a step-wise attempt to move from a traditional course-centered approach to a competency-based, field-centered approach. In regard to the identification and use of field centers, we have three alternatives which will be identified in the first cycle and will be implemented in succeeding cycles:

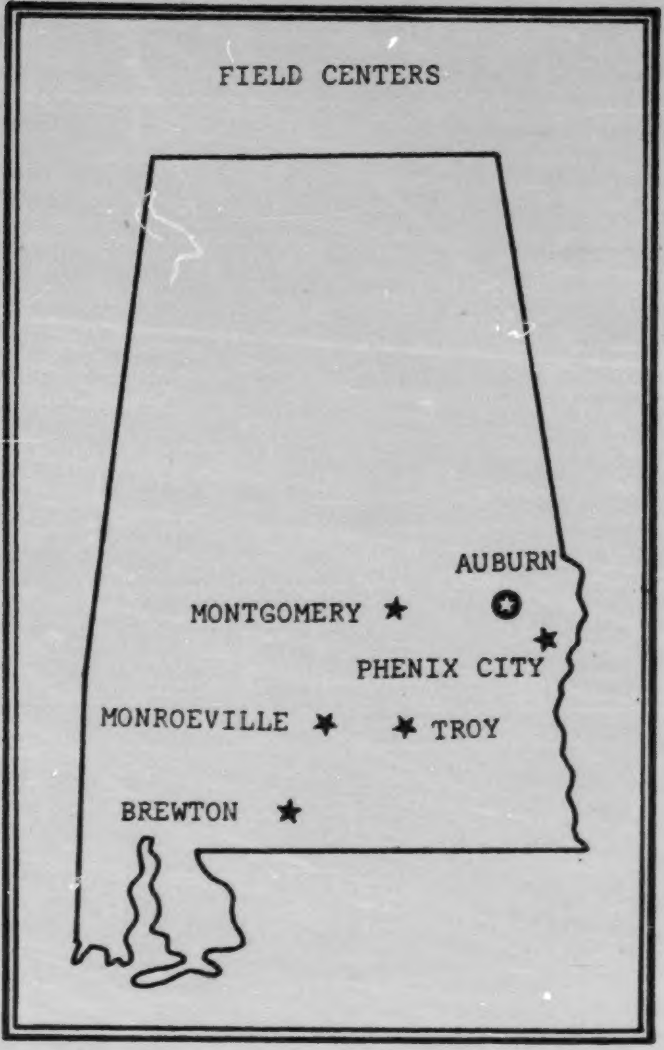
(1) Field participants and their respective centers will be utilized for the field experiences of subsequent cycles. (If this alternative is chosen, all participants in succeeding cycles will be University-based.)

(2) New field centers and field participants will be identified.

(3) A combination of new field centers and practitioners with centers which have proved especially satisfactory in the first cycle will be utilized.

In order to enter a graduate program in the School of Education at Auburn University, the student must (1) hold a Bachelor's Degree from an accredited college or university, (2) submit satisfactory scores (currently 800) on the Graduate Record Examinations Aptitude Test, and (3) possess a 1.5 (C+) overall undergraduate average or a 1.7 average on the last 100 quarter hours of course work. In addition, the Department of Educational Media requires that a student entering the media specialist program must have completed twelve quarter hours of course work in media. This requirement may be waived in lieu of demonstrated competency.

FIGURE 5



IX. RECRUITMENT

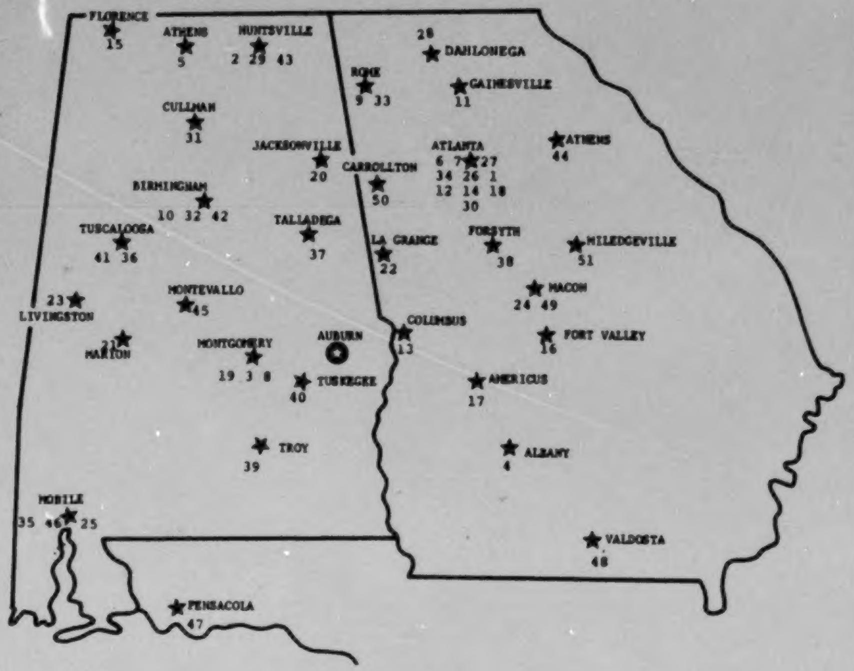
The media specialist program at Auburn University received final approval from the University and the Alabama State Department of Education in the fall of 1970. Therefore, recruitment for the media specialist program has just recently been instigated. Brochures announcing the program have been prepared and mailed to library personnel and institutions. Students enrolled in the former program have been urged to enter the new media specialist program.

Since *PROJECT LIBRA* is designed for university-based participants and field participants, several methods of recruitment will be utilized. Upperclassmen in colleges and universities in the Southeast will be contacted in person and/or by mail, informing them of the objectives and plans of *PROJECT LIBRA*. College campuses within a 200 mile radius of Auburn will be contacted in order to inform students, teachers, and administrators about the experimental program (see FIGURE 6). Visits will also be made to elementary and secondary schools, explaining the program to librarians and school administrators. A brochure will be developed to advertise the program and will be distributed to school library media personnel throughout the Southeast.

The recruitment for field participants in participating field centers will be selected from Montgomery County, Phenix City, Pike County, Monroeville, and Brewton (see letters of commitment). The plans for succeeding cycles will be dependent upon which alternative (as explained in Section VIII) is chosen. Field participants in schools not directly involved in the program will also be contacted. For example, librarians in the Columbus, Georgia, area may enter the program although their schools are not centers used in the experimental program. These personnel will be considered University participants by the University; however, the program will be modified in order for them to complete the necessary training of the media specialist.

FIGURE 6

FOUR YEAR COLLEGES AND UNIVERSITIES WITHIN A 200 MILE RADIUS OF AUBURN



1. Agnes Scott College
2. Alabama A & M
3. Alabama State University
4. Albany State College
5. Athens College
6. Atlanta Christian College
7. Atlanta University
8. Auburn University in Montgomery
9. Berry College
10. Birmingham-Southern College
11. Breneau College
12. Clark College
13. Columbus College
14. Emory University
15. Florence State University
16. Fort Valley State College
17. Georgia Southwestern College
18. Georgia State College
19. Huntingdon College
20. Jacksonville State University
21. Judson College
22. La Grange College
23. Livingston University
24. Mercer University
25. Mobile College
26. Morehouse College
27. Morris Brown College
28. North Georgia College
29. Oakwood College
30. Oglethorpe College
31. Saint Bernard College
32. Samford University
33. Shorter College
34. Spelman College
35. Spring Hill College
36. Stillman College
37. Talladega College
38. Tift College
39. Troy State University
40. Tuskegee Institute
41. University of Alabama
42. U. of A. in Birmingham
43. U. of A. in Huntsville
44. University of Georgia
45. University of Montevallo
46. University of South Alabama
47. University of West Florida
48. Valdosta State College
49. Wesleyan College
50. West Georgia College
51. Women's College of Georgia

X. SCHOLARSHIP DEVELOPMENT PLAN

Auburn University offers financial aid to graduate students through University fellowships, graduate assistantships, loan funds, and work-study grants. The University fellowships are open to graduate students in all areas of graduate study. These fellowships are awarded by the Graduate School on the basis of academic achievement and the need for financial aid by the student. The Student Financial Aid Service at Auburn University administers the loan program. Alabama participates in the Federally Insured Student Loan Program provided by the Federal State Student Guaranteed Loans, PL 89-329, Title IV, Part B, Higher Education Act of 1965. The Act enables students to borrow up to $1,500 per year from a bank or other lending institution. The work-study program is designed specifically for students in need of financial aid. The work-study student works fifteen hours per week for the University. His wages are determined by his job priority and class (freshman, sophomore, graduate, etc.). The Department employs fifteen work-study students and will give priority to students participating in *PROJECT LIBRA*.

The Department of Educational Media offers six graduate assistantships which it will also commit to full-time students participating in the experimental program. In addition to the six graduate assistantships for participants in *PROJECT LIBRA*, Auburn University's financial commitment to the experimental program includes over one-half of the expenses for the program itself.

The Department will continually strive to secure more scholarships and assistantships for students in the program as funds become available from the University. The Department will also seek outside sources interested in the training of library education media personnel such as the U. S. Office of Education, Region IV, and the State Department of Libraries, who have expressed interest in supporting personnel in programs such as *PROJECT LIBRA*.

Local and district school administrators and superintendents in the Southeast will be contacted in person and/or by mail (via a brochure designed especially for administrative personnel), encouraging them to use local monies to support library media personnel to participate in the program. Financial aid on the local and district levels may be secured through (1) local scholarships, (2) federal Title program monies, (3) sabbaticals, and (4) other district funds.

Organizations and agencies offering scholarships for students in the field of school librarianship will be contacted and encouraged to make funds available to students enrolled in this program. In addition, national sources for scholarships will be identified and incoming students will be encouraged to apply for these.

Since approximately one-half of the students enrolled in the project will be paid employees of local media centers and since the Department of Educational Media will commit its graduate assistantships and give priority to work-study students participating in the project, the Department anticipates that all students enrolled will have at least one source of outside income.

XI. PROGRAM OF STUDY AND TRAINING

Since the goal of *PROJECT LIBRA* is to provide the best possible training for library media specialists through a balanced program of university-based and field-centered experiences, the curriculum must provide teaching and learning strategies specifically designed for each kind of experience. For example, field-centered experiences will include serving as a teacher, manager, organization and circulation specialist, designer and producer of teaching and learning materials, selection and acquisition specialist, and organizer of activities and displays which functionally contribute to the library media center environment. In addition, the field experience will include participation on committees which include curriculum planning and evaluation committees. Besides acting in the roles specified, the student will apply research competencies through the demonstrated ability to identify and solve problems unique to a particular situation. University personnel will work closely with students in the field through direct observation and conference, by organizing and participating in charrettes, by providing human and material resources available from the University when needed, and by continually monitoring the field experience for the purpose of improving the strategies employed.

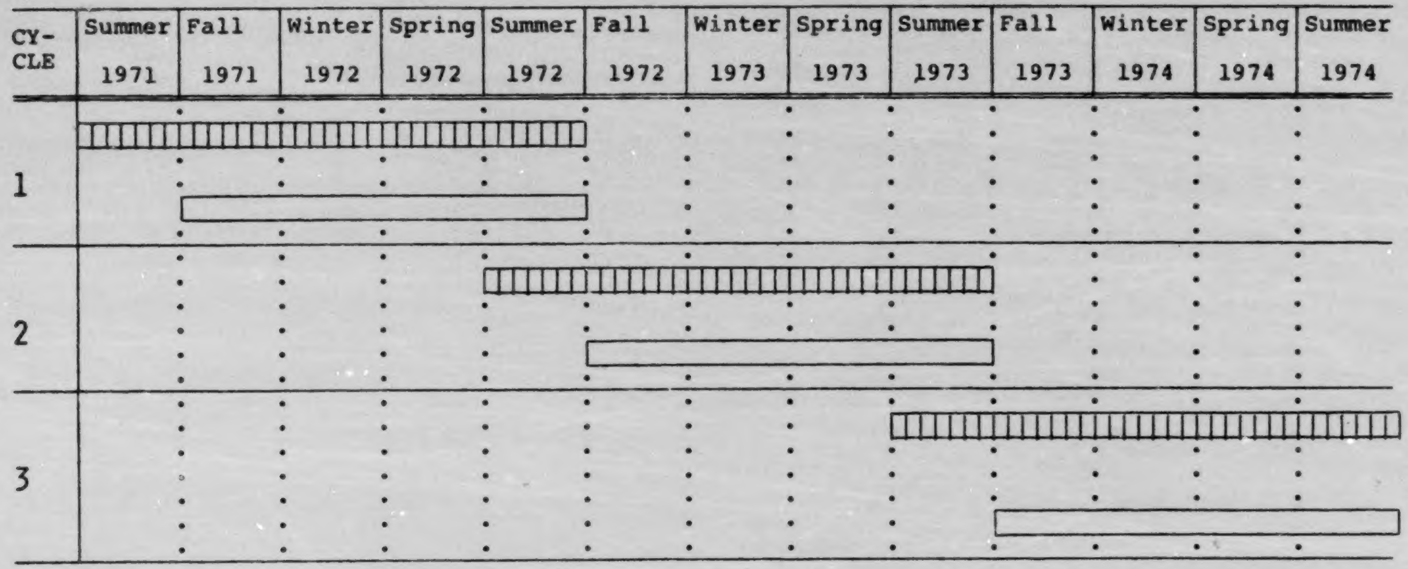
The more theoretical University-based experience will include the appropriate use of large-group presentations, tutorials, learning contracts, team teaching, individualized instruction, automated instruction, seminars, projects, simulation, inquiry, small-group discussion, and T-groups. Many of these decisions will be determined through student-teacher planning groups since the process of determining an appropriate strategy is believed to be a necessary part of the total experience. In other words, the strategies indicated for the development of objectives are suggestions which will be altered and modified by the group engaging in the experience. Since the strategies employed will always grow from the objectives identified, the success of the experience will be judged on the extent to which students are able to meet objectives. The total program is designed to build competencies in media, development and interaction of human behavior, learning and learning environment, professionalism, planning and evaluation management, and research as designated in the Phase I report of the School Library Manpower Project.

Since the rationale of the program is field-centered, competency-based, the field participants must understand what goals *PROJECT LIBRA* intends to accomplish and how it proposes to accomplish these goals before the University students enter the field. Therefore, it will be necessary to bring the field participants into the program prior to the full operation in order to orient them to the goals of the project (see FIGURE 7). This preparation is necessary because most school libraries are not currently engaged in the type of program that Auburn University envisions as a model setting for school media specialists. Since the major thrust of *PROJECT LIBRA* is to generate a new process of training for media specialists, the field participants must be cognizant of the goals and methods of the experimental program. In addition to the planning, organization, and development of learning modules, the field participants will be engaged in an academic program which will carry University credit and enable them to begin work toward full certification as a media specialist.

Theoretically, three cycles of students may complete this experimental program by the end of the summer of 1974. Each cycle will be modified and improved as data is gained on the preceding cycle (see FIGURE 7).

FIGURE 7

ESTIMATED STARTING AND GRADUATION DATES FOR FIELD PARTICIPANTS AND UNIVERSITY PARTICIPANTS



Field Participants ▥

University Participants ▭

The majority of summer work will be university-based.

In practice, students may enter the program and complete the program at their own rate (within a five-year period) as long as they are able to satisfactorily complete the modules designed to produce the competencies needed. Students must also successfully complete the comprehensive examination in no longer than five years after beginning the program. The first cycle, however, will be restricted to participants who can maintain the schedules outlined. After the first cycle, University and field participants may enter the program as they wish and modules will be assembled and designed to meet their individual needs.

In order to establish the program in a professional sequence (career ladder), a program summary (FIGURE 8) has been prepared. This summary identifies prerequisites needed to enter the program and the minimum number of modules required. The actual number of modules required will vary from student to student; however, sixty will be considered minimum. Completion of this program is considered terminal preparation for school library centers but not for directors of school library media complexes. A competency-based, comprehensive examination will be individually prepared for each student. Students failing to successfully complete the examination must correct deficiencies prior to graduation.

FIGURE 8

PROGRAM SUMMARY

Prerequisites to Entry into *PROJECT LIBRA*

I. Valid Teaching Credential

II. Basic Concepts

  A. cataloging and classification
  B. reference materials and services
  C. characteristics of learning resources
  D. organization and administration of library media centers

ENTRY LEVEL DETERMINED BY EXAMINATION AND/OR EVALUATION OF TRANSCRIPTS

Students not meeting entrance requirements will be required to correct deficiencies through (1) formal course work, (2) field work experiences, and/or (3) independent study.

PROGRAM REQUIREMENTS

LIBRA OBJECTIVE	MINIMUM NUMBER OF MODULES REQUIRED		
	UNIVERSITY-BASED	FIELD-CENTERED	TOTAL
1	4	2	6
2	2	2	4
3	2	2	4
4	1	2	3
5	1	2	3
6	4	2	6
7	4	2	6
8	6	4	10
9	1	2	3
10	2	1	3
11	4	2	6
12	1	2	3
13	1	2	3
TOTALS	33	27	60

University credit will be awarded for modules as they correspond to traditional course work. Consequently, transcripts will reflect areas in which students have completed modules. FIGURE 9 illustrates the choices available and a sample schedule for University participants. FIGURE 10 presents the same data for field participants.

The charts that follow, the Curriculum Content Résumés, the "Suggestions for Curriculum Content within Major Areas of Competencies," and the "Major Areas of Competencies for the Education of School Library Media Specialists" will be used to construct modules in the planning period prior to implementation. Modules that participants are to design, that participants and faculty are to design, and that faculty are to design will be identified in this planning period. Many modules have already been prepared and are being successfully utilized in various courses of the department.

The Phase I report of the Curriculum Content Committee of the School Library Manpower Project Advisory Committee identifies the major areas of competencies of media specialists and states behavioral objectives for the attainment of these competencies. *PROJECT LIBRA* is designed to develop, refine, augment, validate, and utilize these objectives via field-centered and University-based experiences. The following section outlines the content and methods that the experimental program will utilize in the training of media specialists

FIGURE 9
UNIVERSITY PARTICIPANTS
PROGRAM OF STUDIES

University Credit Awarded for Completing Field and University Modules

Fall *(12 hours)**

EM 472
EM 482
EM 484
EM 485
EM 487
EM 608
EM 610
EM 650

Winter *(12 hours)*

EM 472
EM 482
EM 484
EM 485
EM 487
EM 609
EM 610
EM 650

Spring *(14 hours)*

EM 472
EM 482
EM 485
EM 486
EM 487
EM 608
EM 609
EM 612
EM 650

Summer *(12 hours)*

EM 489
EM 609
EM 611
EM 612
EM 613
EM 650
EM 651
EM 654

*Student schedules will be adjusted to individual needs and prerequisite preparation. *PROJECT LIBRA* modules will substitute for formal class work.

SAMPLE STUDENT SCHEDULE

Accepted Prerequisites*

EM 472 (4)
EM 486 (4)
EM 610 (4)

Fall

EM 482 (4)
EM 484 (4)
EM 608 (4)

Winter

EM 485 (4)
EM 486 (4)
EM 609 (4)

Spring

EM 487 (4)
EM 612 (4)
EM 650 (6)

Summer

EM 613 (4)
EM 651 (4)
EM 654 (4)

*Shown the same as prerequisites on sample schedule suggested for field participants. The purpose is to compare two students with similar entering prerequisites. In actual practice accepted prerequisites will vary among individuals.

TOTAL CREDIT HOURS 50. NUMBER REQUIRED FOR GRADUATION 48.

FIGURE 10
FIELD PARTICIPANTS
PROGRAM OF STUDIES

University Credit Awarded for Completing Field and University Modules

Summer *(16 hours)**

EM 472 *required* → EM 487
EM 482 EM 489
EM 484 EM 610
EM 485 EM 611
EM 486 EM 612

Fall *(6 hours)*

EM 472 EM 487
EM 482 EM 608
EM 484 EM 610
EM 485 *required* → EM 650

Winter *(6 hours)*

EM 472 EM 487
EM 482 EM 609
EM 484 EM 610
EM 485 *required* → EM 650

Spring *(6 hours)*

EM 472 EM 487
EM 482 EM 608
EM 485 EM 609
EM 486 *required* → EM 650

Summer *(16 hours)*

EM 489 EM 613
EM 609 EM 650
EM 611 EM 651
EM 612 EM 654

*Student schedules will be adjusted to individual needs and prerequisite preparation. *PROJECT LIBRA* modules will substitute for formal class work.

SAMPLE STUDENT SCHEDULE

Accepted Prerequisites

EM 472 (4)
EM 486 (4)
EM 610 (4)

Summer

EM 482 (4) EM 485 (4)
EM 484 (4) EM 487 (4)

Fall

EM 608 (4)
EM 650 (2)

Winter

EM 609 (4)
EM 650 (2)

Spring

EM 650 (6)

Summer

EM 612 (4) EM 651 (4)
EM 613 (4) EM 654 (4)

TOTAL CREDIT HOURS 50. NUMBER REQUIRED FOR GRADUATION 48.

FIGURE 11
OBJECTIVES, CONTENT, AND STRATEGIES
PROJECT LIBRA

Objective Number 1: . . . select teaching and learning materials

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
1.1 The student will prepare a bibliography of tools essential for the selection of media for a specified segment of the curriculum. CRITERION: Work judged against a prepared model.	determine criteria, select tools, identify function of each tool, weed out inappropriate selection tools, organize tools identified	curriculum laboratory, demonstration, self-check, written project, independent study, small-group discussion
1.2 Given a series of information requests related to 1.1, the student will locate and select appropriate sources of information. CRITERION: Work judged against a prepared model.	define problem, identify key words, select information sources, find information, prepare information for user	simulation, small-group discussion, curriculum laboratory, study guides
1.3 The student will participate on a curriculum planning and materials selection committee. CRITERION: Quality of contribution judged by a student-teacher designed checklist.	acquire knowledge of media appropriate to curricular problem, demonstrate ability to work with other professionals, offer suggestions for use including weaknesses and strengths of specific media	committee work, field-centered activity
1.4 Given the objectives of a learning sequence, the student will be able to classify the objective and select media appropriate to the class (verbal, discrimination, motor performance, affective). CRITERION: Objective measure.	discriminate between types of objectives, identify potential media, select media which will best accomplish the learning task, design appropriate criterion items	independent study, written activity, small-group critique, programmed instruction
1.5 The student will develop a plan for the acquisition system in the student's field center. CRITERION: Work evaluated by a student-faculty committee against standards identified and utilized.	formulate policies, identify procedures, develop a plan to check effectiveness	charrette, seminar, independent study, field-based experience

FIGURE 11
OBJECTIVES, CONTENT, AND STRATEGIES
PROJECT LIBRA

Objective Number 2: . . . produce and repackage media to meet specific user demands

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
2.1 Given the machines, materials, etc. needed for the solution of a problem in curriculum implementation, the student will design and produce materials appropriate for a class or auditorium sized group. CRITERION: Media produced evaluated against identified criteria.	apply principles and practices of abstracting information and designing materials, translate ideas into appropriate media, present material	demonstration, graphics and production, laboratory, independent study, presentation
2.2 Given the machines, materials, etc. needed for the solution of a problem in curriculum implementation, the student will design and produce materials appropriate for independent study. CRITERION: Media produced evaluated against identified criteria.	apply principles and practices of abstracting information and designing materials, translate ideas into appropriate media, field test material	demonstration, graphics and production, laboratory, independent study, presentation
2.3 Given a problem in the repackaging of several materials, the student will devise three plans, choose one of the three, and develop the materials. CRITERION: Media produced evaluated against identified criteria.	interpret content and intent, analyze presentation form, apply principles and practices of abstracting information and designing materials, translate ideas into appropriate media, present material	demonstration, curriculum laboratory, graphics and production laboratory, independent study, presentation
2.4 The student will select one of the media listed and prepare an in-service experience for teachers (each student must select a different category until all are taken). CRITERION: Student-teacher evaluation of a video tape.	formulate purposes, collect and organize materials, plan in-service experience, conduct in-service, summarize, evaluate	demonstration, micro-teaching, laboratory

FIGURE 11
OBJECTIVES, CONTENT, AND STRATEGIES
PROJECT LIBRA

Objective Number 3: . . . contribute as a member of a teaching-learning team

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
3.1 Given a description of a user population and a subject area, the student will diagnose needs, suggest appropriate media, and complete sample acquisition forms. CRITERION: Work judged against a prepared model.	diagnose needs, find resources, order resources	independent study, study guides, small-group discussion, self-check sheets
3.2 Given an information request, the student will prepare a bibliography of available resources. CRITERION: Student-teacher conference, objective measure.	identify materials, demonstrate comprehension of techniques for preparing bibliographies, prepare bibliography, discuss with small group	independent study, curriculum laboratory, small-group discussion
3.3 Given a unit of study, the student will arrange a learning environment appropriate to the topic. CRITERION: Subjective appraisal by peers.	collect materials, organize space, prepare displays	independent study, small-group project, field-based experience
3.4 Utilizing skills and information gained from 3.1– 3.4, the student will contribute as a member of a teacher-media specialist team. CRITERION: Interaction analysis based on evaluation of video tape.	make suggestions, ask for information, give information, seek opinion, summarize ideas	simulation, micro-teaching
3.5 After reviewing the implications for use of the library media center for individualized instruction, the student will prepare plans for modifying the field center to meet these possible needs. CRITERION: Objective examination.	identify kinds of independent study, outline possible uses of the library media center for each kind, suggest modification needed in the center, estimate costs	independent study, small-group discussion, case study

FIGURE 11
OBJECTIVES, CONTENT, AND STRATEGIES
PROJECT LIBRA

Objective Number 4: . . . assist in curriculum planning

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
4.1 **The student will select one book from the suggested list of fiction and prepare to discuss the publication with a group of teachers who are interested in using the book in one of their instructional units. CRITERION: Student-consultant evaluation of presentation.**	**formulate answers to the following questions: Does the book tell a good story? How? Does the plot grow naturally from the decisions of the characters? Illustrate. Is the plot credible rather than contrived? Explain. How would you recommend the book be used? Why?**	**independent study, teacher-student conference, presentation, field-based experience**
4.2 **The student will select a series of book materials appropriate to a specific unit of study and will prepare and present the materials to a curriculum planning committee.** CRITERION: **Appraisal by committee.**	utilize criteria for evaluating materials, make presentation, evaluate presentation	field-based experience
4.3 Using a program of instruction which (1) specifies entry behavior, (2) states behavioral objectives, (3) presents validation data, and (4) utilizes criterion measures, the student will prepare and make a presentation to a small group explaining the strengths and weaknesses of this particular type of learning resource. CRITERION: Self-peer evaluation of video taped performance.	demonstrate a knowledge and comprehension of instructional design, suggest specific uses for programs of instruction, specify ways and means of evaluating materials, recommend additional materials appropriate to the topic	simulation, micro-teaching, laboratory, presentation

FIGURE 11
OBJECTIVES, CONTENT, AND STRATEGIES
PROJECT LIBRA

Objective Number 4: . . . assist in curriculum planning

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
4.4 Given a series of uses for the library media center in various disciplines, the student will draft a plan to accommodate the user needs. The plan will be presented before a simulated curriculum planning committee. CRITERION: Self-peer evaluation of video tape.	identify problems, outline service specifications, formulate guidelines, suggest alternate plans, make presentation	simulation, micro-teaching, laboratory

Objective 5: . . . guide students in forming appropriate study habits

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
5.1 After reading materials identified, the student will prepare a list of ways he can assist learners in forming appropriate study habits. CRITERION: Group consensus.	identify ways to improve study skills, formulate scales, construct checklists	independent study, small-group discussion
5.2 During the experience at the field center, the student will attempt to help learners in ways identified in 5.1. CRITERION: Student-consultant discussion.	apply knowledge and skills gained in 5.1	field-centered experience
5.3 Using the reference tools available in the field center, the student will prepare a workshop on the use of reference tools. CRITERION: Self-consultant-peer evaluation.	identify tools, outline use, prepare presentation, suggest tools available from other sources	field-based experience
5.4 The student will prepare a display of appropriate study habits and materials for the field center. CRITERION: Self-consultant-peer evaluation.	select purpose, select topic, select materials, erect or construct display, evaluate results	field-based experience

FIGURE 11
OBJECTIVES, CONTENT, AND STRATEGIES
PROJECT LIBRA

Objective Number 6: . . . design, implement, and evaluate systems for media storage and retrieval

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
6.1 The student will demonstrate a knowledge and comprehension of the principles and practices of selected classification systems. CRITERION: Objective measure.	understand the need for classification and cataloging systems, analyze strengths and weaknesses of identified systems, learn commercial sources of materials	programmed instruction, small-group discussion
6.2 The student will classify a sample collection (print and non-print) according to the Dewey Decimal System. CRITERION: Check against model.	learn and apply principles and practices followed by the Dewey Decimal System	curriculum laboratory, independent study, self-check lists, extended drill
6.3 The student will prepare an index for the sample collection utilized in 6.2. CRITERION: Check against model.	identify broad field of knowledge, select specific descriptors, prepare detailed bibliographic data, file cards	curriculum laboratory, independent study, self-check lists, extended drill
6.4 The student will demonstrate competency in the ways and means of making collection accessible to specific user groups. CRITERION: Objective measure.	specify arrangement necessary for field center, outline storage needs, specify security measures, project immediate and long range needs	on-site visits, guests consultants, small-group discussion, independent project
6.5 The student will establish policies and procedures for circulation. CRITERION: Subjective appraisal of prepared policy manual by student-faculty group.	adapt circulation policies to user needs, cooperate with others in formulating policies and procedures, manage by exception, set up circulation desk, maintain collection	charrette, independent study, small-group discussion with visiting supervisor of media services, field-based experience
6.6 The student will establish a complete plan for user orientation. CRITERION: Subjective appraisal of plan by student-faculty group.	organize library media center coordinating committee, formulate in-service for students and faculty	project, field-based experience, large-group presentation by consultant

FIGURE 11
OBJECTIVES, CONTENT, AND STRATEGIES
PROJECT LIBRA

Objective Number 6: . . . design, implement, and evaluate systems for media storage and retrieval

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
6.7 Given a specific case, the student will evaluate a sample storage and retrieval system. CRITERION: Objective appraisal of evaluation report against prepared guidelines.	utilize criteria for evaluating media storage and retrieval system, prepare reports, present findings	case study

Objective Number 7: . . . apply physical, mental, emotional and social processes as they relate to learning and the library media program

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
7.1 Given identified characteristics of human growth and development related to learning abilities, the student will demonstrate how they may influence the design of mediated materials. CRITERION: Objective measure.	account for the following variables: readiness, entry behavior, learning style, encoding, decoding, learning conditions, motivation, pacing, sequencing, evaluating, presentation forms, and media-mixes (as they relate to basic needs and developmental tasks)	inventories, case studies, systems applications, programmed instruction, self-check lists, large-group presentation, small-group discussion, independent study
7.2 Given clinical knowledge about attitudinal and emotional states (fear, anger, love, joy, as well as compensation, sublimation, compulsion, etc.), the student will demonstrate how these states may influence the use and/or design of media. CRITERION: Objective measure.	account for the following variables: readiness, entry behavior, learning style, encoding, decoding, learning conditions, motivation, pacing, sequencing, evaluating, presentation forms, and media-mixes (as they relate to a learner's ability to relate to and utilize media)	inventories, case studies, systems applications, programmed instruction, self-check lists, large-group presentation, small-group discussion, independent study

FIGURE 11
OBJECTIVES, CONTENT, AND STRATEGIES
PROJECT LIBRA

Objective Number 7: . . . apply physical, mental, emotional and social processes as they relate to learning and the library media program

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
7.3 **Given the unique characteristics of social-philosophical populations (Mexican-Thomist, Negro-Idealist, working white-realist, etc.), the student will demonstrate how the social-philosophical background may influence his ability to use media.** **CRITERION: Objective measure.**	**account for the following variables: readiness, entry behavior, learning style, encoding, decoding, learning conditions, motivation, pacing, sequencing, evaluating, presentation forms, and media-mixes (as they relate to a learner's ability to relate to and utilize media)**	**inventories, case studies, systems application, programmed instruction, self-check lists, large-group presentation, small-group discussion, independent study**

Objective Number 8: . . . determine and implement purposes, functions, and components of the library media center necessary to support the total school program

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
8.1 Utilizing two films, a minimum of three outside resources, a process for decision making, and the experience of classmates, the student will formulate a statement of purpose for a library media center. CRITERION: List of purposes	identify purposes	small-group discussion, research
8.2 Given a field center, the student will help determine its purposes. CRITERION: Acceptance by administration, field-participants, and faculty consultant.	determine needs, formulate purpose, validate purpose, gain approval for program	field-based experience, committee work, leadership training

FIGURE 11
OBJECTIVES, CONTENT, AND STRATEGIES
PROJECT LIBRA

Objective Number 8: . . . determine and implement purposes, functions, and components of the library media center necessary to support the total school program

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
8.3 Given a statement of purpose and a case study, the student will determine the functions necessary to support the purposes of a specific library media center. CRITERION: Work judged against a prepared model.	analyze purpose, translate purpose into needed functions, identify functions	case study method, curriculum laboratory
8.4 Given a list of functions of a library media center, the student will identify necessary components. CRITERION: Work judged against a prepared model.	analyze functions, translate functions into needed components, identify components	case study, curriculum laboratory

Objective Number 9: . . . interpret the media program as it relates to the school and community

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
9.1 Given a field center , the student will plan several activities designed to acquaint the community with the library-media program. One activity will be selected and implemented. CRITERION: Appraisal of the activity against stated objectives by participants and subjective evaluation by visitors.	identify objectives, plan activities organize center, prepare bulletins, conduct activity, evaluate	field-based experience, continental breakfast, evening storytelling sessions for children, evening coffee hour, displays of owned and commercially available materials, charrette

FIGURE 11
OBJECTIVES, CONTENT, AND STRATEGIES
PROJECT LIBRA

Objective Number 9: . . . interpret the media program as it relates to the school and community

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
9.2 Given a school program and a field center, the student will plan several activities which explain the interdependence of the school program and the library-media center to the community. One activity will be selected and implemented. CRITERION: Appraisal of the activity against stated objectives by participants and subjective evaluation by visitors.	identify objectives, plan activities, organize center, prepare bulletins, conduct activity, evaluate	field-based experience, panel discussion, charrette, displays, multi-media presentation, learner centered demonstrations

Objective Number 10: . . . express a commitment to continued professional growth

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
10.1 Given a film, a case study, and a required reading list, the student will identify and explain ten issues related to the library media profession. CRITERION: Student-consultant evaluation against criteria which help identify contemporary issues.	review material, select issues, prepare introduction, state and develop each issue, summarize, check for form and format	preparation of a formal paper, small-group discussion, independent study
10.2 Given the papers prepared in 10.1, students will collectively arrive at solutions to problems implicated in the statements of contemporary issues. CRITERION: Subjective and objective evaluation of work by a team of professionals who will prepare a critique.	identify problems, analyze and discuss problems, suggest possible solutions, plan action	small-group discussion, process of consensus

FIGURE 11
OBJECTIVES, CONTENT, AND STRATEGIES
PROJECT LIBRA

Objective Number 10: . . . express a commitment to continued professional growth

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
10.3 Given an agenda of professional meetings in the state, the student will attend one each quarter. CRITERION: Subject appraisal of summaries by peers.	participate in professional organizations, summarize and present experiences	attend professional meetings

Objective Number 11: . . . conduct workshops, in-service instruction, discussions, demonstrations, and other activities that assist users to better utilize the school library-media center

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
11.1 Working in pairs and using the resources available through the Learning Resources Center and the field center, the student will plan, assemble, try out, and conduct five in-service meetings for his field centers. CRITERION: Observed performance.	formulate objectives, collect materials, design instructional activity, try out conduct, and evaluate in-service	independent study, small-group work, tutorials, seminars, demonstrations, materials laboratories, inquiry

Objective Number 12: . . . evaluate and encourage promising innovative practices as they relate to the media program

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
12.1 Using the resources listed, the student will identify ten critical incidents which result in the acceptance or rejection of an innovation. CRITERION: Appraisal of report 12.2.	identify critical incidents, evaluate implications, prepare findings	curriculum laboratory, independent study, small-group discussion

FIGURE 11
OBJECTIVES, CONTENT, AND STRATEGIES
PROJECT LIBRA

Objective Number 12: . . . evaluate and encourage promising innovative practices as they relate to the media program

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
12.2 Using 12.1 and resources listed, the student will identify seven characteristics of a successful change agent. CRITERION: Appraisal of report.	identify critical, incidents, evaluate implications, prepare findings	curriculum laboratory, independent study, small-group discussion
12.3 Using materials prepared in 12.1 and 12.2 and a list of problems associated with change, the student will participate in small-group discussion for the purpose of arriving at tentative solutions to identified problems. CRITERION: Consultant-student evaluation of findings.	clarify problems, develop ways and means of arriving at consensus, develop solutions, share with other groups, prepare findings	small-group discussion, consensus

Objective Number 13: . . . develop and implement methods for utilizing community resources in the school media program

SAMPLE PERFORMANCE (behavioral) OBJECTIVE	SAMPLE CONTENT (skills)	SUGGESTED STRATEGIES
13.1 The student will design a plan for identifying resources available in the community associated with his field center. CRITERION: Plan checked against a model.	make survey, design information, retrieval system, formulate policy for keeping information current	independent study, research, project
13.2 Using an approved plan, the student will make a survey and prepare findings and procedures for utilizing community resources. CRITERION: Appraisal by administration of field center.	conduct survey, classify and catalog information, prepare information, prepare policy statements , develop manual	field-based experience

The competencies of a media specialist will be developed through a wide variety of experiences selected because they will best produce competencies identified. These learning experiences are designed to have a cumulative effect. For example, in learning to build an effective media collection, the student will pursue studies dealing directly with appropriate literature for children and young adults, with the organization and administration of media centers, with the cataloging and classification of media, with the selection, evaluation, and production of learning resources, with the role and use of reference materials in media centers, with the function of media services in the total school program and in the community, and with the evaluation of media services. In addition, field-centered experiences will provide direct application of the University training. Seminars will offer in-depth, individualized problem-solving experiences. The field-centered activities will provide the student with practical training in building a media collection. Therefore, the time element for any one competency cannot be rigidly determined. Although the individual courses are fixed on a quarterly basis (approximately ten weeks per quarter), the terminal competencies will be developed over a longer period of time as a result of the cumulative training through course work, seminars, practicum, and fieldwork. Each of the learning experiences will aid in building the various competencies of an educational media specialist.

The program will be coordinated in such a way as to interrelate the various components, for it is only through the total program that the terminal competencies can be attained.

CURRICULUM CONTENT RÉSUMÉS

. . . select teaching and learning materials	Speegle
Content Area	*Instructor*
Content areas supporting each of the objectives identified by *PROJECT LIBRA.*	Instructor responsible for tracking and accounting for content mastery as it is related and integrated with learning activities.

Content area:

The selection of library media includes criteria for (1) formulating selection policies, (2) identifying materials, (3) assessing purpose-need-demand relationships, (4) controlling and assessing quality of content and format, (5) matching learning materials with learning styles, and (6) maintaining a balance and proportion in selection. Emphasis is placed on the unique presentation form and the theoretical potential afforded by a medium, media, or media-mixes. Criteria for controlling controversial materials and for withdrawing materials are stressed. A second emphasis relates to the process media specialists use in suggesting media to individuals as well as groups. In addition, students must demonstrate the ability to develop and implement a selection and acquisition plan for a specific educational program and a specified user population.

Traditional and innovative teaching and learning strategies:

See *FIGURE 11* for a description of the strategies to be utilized.

Time requirements:

The time required to master identified content is variable and related to specific learning modules. See *FIGURES 8, 9, 10, and 11.* Content outlined will be accounted for in learning modules and will be tested for in the comprehensive examination to be administered at the completion of the program of studies.

*Identified resources under consideration:**

Books

A Basic Book Collection for High Schools. Chicago: American Library Association, 1963.

---

*All resources identified are owned by the Learning Resources Center.

Brown, James W. and Norberg, Kenneth D. *Administering Educational Media*. New York: McGraw-Hill Book Company, 1965.

Carter, Mary Duncan and Bonk, Wallace, John. *Building Library Collections*. New York: The Scarecrow Press, Inc., 1968.

Erickson, Carlton W. H. *Administering Instructional Media Programs*. New York: The Macmillan Company, 1968.

Fiske, Marjorie. *Book Selection and Censorship*. Berkeley: University of California Press, 1968.

Kujoth, John Spealman. *Nonbook Materials*. New York: The Scarecrow Press, Inc., 1968.

Rossi, Peter H. *The New Media and Education*. Chicago: Aldine Publishing Company, 1966.

Standards for School Media Programs. Chicago: American Library Association, 1969.

Tosti, Donald T. and Ball, John R. *A Behavioral Approach to Instructional Design and Media Selection*. Albuquerque: Westinghouse Learning Corporation, 1969.

Woffard, Azile. *Book Selection for School Libraries*. New York: H. W. Wilson Company, 1962.

Periodicals

"Buy Wisely--Set Up Guidelines--Preview Before Buying--Keep an Even Balance," *The Instructor* (June-July), 1967.

Goff, Eve Harriet. "First Consideration in Selecting Instructional Materials," *Audiovisual Instruction* (May), 1970.

Goldman, Harvey and Pfleeger, Luther W. "Multiple Curricula: Strategy for Selection," *Educational Leadership* (April), 1967.

Hartsell, Horace C. and Margoles, Richard A. "Guidelines for the Selection of Instructional Materials," *Audiovisual Instruction* (January), 1967.

Hodges, Elizabeth D. "Selecting Materials to Support the Curriculum," *Childhood Education* (October), 1966.

Rollins, George S. "How We Select Materials and Equipment," *Audiovisual Instruction* (May), 1969.

Multi-media program of instruction

Selecting Commercial Materials (II-5). An individualized teacher education module produced in cooperation with the State of Florida Department of Education, Tallahassee, Florida, 1970.

. . . produce and repackage media to meet specific user demands	Miller
Content Area	*Instructor*
Content areas supporting each of the objectives identified by *PROJECT LIBRA*	Instructor responsible for tracking and accounting for content mastery as it is related and integrated with learning activities.

Content area:

In order to produce and repackage information, media personnel must be able to utilize information about characteristics of specific user groups to develop effective media. This includes an understanding of the principles of instructional design and communication theory and the translation of these principles and theories into mediated materials. This also demands a knowledge of the types of media and their strengths and limitations. Workshops and other activities organized in order to train teachers and faculty in the production and repackaging of media are major responsibilities of the media specialist.

Traditional and innovative teaching and learning strategies:

See *FIGURE 11* for a description of the strategies to be utilized.

Time requirements:

The time required to master identified content is variable and related to specific learning modules. See *FIGURES 8, 9, 10, and 11.* Content outlined will be accounted for in learning modules and will be tested for in the comprehensive examination to be administered at the completion of the program.

Identified resources under consideration:

Books

Boocock, Sarane S. and Schild, E. O. Simulation Games in Learning. Beverly Hills: Sage Publications, 1968.

Briggs, Leslie J. Handbook of Procedures for the Design of Instruction. Pittsburgh: American Institutes for Research, 1970.

_______. Instructional Media: A Procedure for the Design of Multi-Media Instruction. Pittsburgh: American Institutes for Research, 1970.

Espich, James E. and Williams, Bill. Developing Programmed Instructional Materials. Palo Alto: Fearon Publishers, 1967.

Kemp, Jerrold E. Planning and Producing Audiovisual Materials. San Francisco: Chandler Publishing Company, 1968.

Planning and Producing Visual Aids. Publication Number S-13. Rochester: Eastman Kodak Co., 1966.

Postlethwait, S.N.; Novak, J.; and Murry, H. An Integrated Approach to Learning. Minneapolis: Burgess Publishing Co., 1964.

Smith, Robert G. Jr. The Design of Instructional Systems. Alexandra: Human Resources Research Office, George Washington University, 1966.

Tapes

Communication: A Curriculum Focus (presented by Margaret Ammons). Washington D. C.: ASCD, npd.

Designing a Curriculum for Children: Elements and Issues (presented by Alexander Frazier). Washington D. C.: ASCD npd.

Slide-Tape Learning Units

Hug, William E. Technology in Education. Auburn: Learning Resources Center, Auburn University, 1970.

Multi-Media Programs of Study

General Programmed Teaching. Principles and Practices of Instructional Technology (15 filmstrip-tape programs with accompanying response book). Los Angeles: General Programmed Teaching, 1969.

. . . contribute as a member of a teaching-learning team	Miles
Content Area	*Instructor*
Content areas supporting each of the objectives identified by *PROJECT LIBRA*	Instructor responsible for tracking and accounting for content mastery as it is related and integrated with learning activities

Content area:

Teachers can help library media specialists and media specialists can help teachers each in their own unique way. Library media specialists can (1) help diagnose needs (level, learning requirements, learning styles, appropriate media, etc.), (2) advise teachers regarding materials, (3) order materials, (4) make bibliographies,

(5) set up displays, (6) produce and repackage materials, and (7) act as a resource. On the other hand, teachers can (1) provide learning environments which call for a constant use of materials and the library media center, (2) help students utilize resources, (3) furnish lists of materials needed, and (4) include library media specialists in curriculum planning and development. The major thrust in this content area is on interaction of the teacher and the media specialist as they each contribute to the solution of a curriculum development and implementation problem.

Traditional and innovative teaching and learning strategies:

See *FIGURE 11* for a description of the strategies to be utilized.

Time requirements:

The time required to master identified content is variable and related to specific learning modules. See *FIGURES 8, 9, 10, and 11.* Content outlined will be accounted for in learning modules and will be tested for in the comprehensive examination to be administered at the completion of the program.

Identified resources under consideration:

Books

Beggs, David W. III. Team Teaching: Bold New Venture. Bloomington: Indiana University Press, 1969.

_______ and Buffie, Edward G. Independent Study: Bold New Venture. Bloomington: Indiana University Press, 1966.

Doll, Ronald C. Curriculum Improvement: Decision-Making and Process. Boston: Allyn and Bacon, Inc., 1964.

Fargo, Lucile F. The Library In the School. Chicago: American Library Association, 1954.

Gardiner, Jewel. Administering Library In the Elementary School. Chicago: American Library Association, 1954.

Klopf, Gordon J. et al. A Learning Team: Teacher and Auxiliary. Washington D. C.: USOE, 1969.

Michael, William B. Teaching for Creative Endeavor: Bold New Venture. Bloomington: Indiana University Press, 1968.

Rossoff, Martin. The Library In High School Teaching. New York: H. W. Wilson Company, 1961.

Periodicals

Kitchen, J. L. "Teacher-Librarian Cooperation," Contemporary Education (November), 1969.

. . . assist in curriculum planning	Hug
Content Area	*Instructor*
Content areas supporting each of the objectives identified by *PROJECT LIBRA*	Instructor responsible for tracking and accounting for content mastery as it is related and integrated with learning activities.

Content area:

All new educational patterns specify and integrate the use of media. Therefore, the media specialist is in a key position which demands his participation on curriculum committees. The media specialist must be able to offer advice and assistance as new methods of curriculum implementation are studied and put into operation. Generally speaking, the media specialist should also know the process of curriculum development which includes: (1) how to specify entry behavior, (2) how to formulate operational objectives, (3) how to test for objectives, (4) how to use media in conjunction with individual and group activities as a means of obtaining performance objectives, and (5) how to evaluate the instructional system employed.

Traditional and innovative teaching and learning strategies:

See *FIGURE 11* for a description of the strategies to be utilized.

Time requirements:

The time required to master identified content is variable and related to specific learning modules. See *FIGURES 8, 9, 10, and 11.* Content outlined will be accounted for in learning modules and will be tested for in the comprehensive examination to be administered at the completion of the program of studies.

Identified resources under consideration:

Books

American Library Association. School Library Personnel Task Analysis Survey. Chicago: American Library Association, 1969.

Alcorn, Marvin D. Issues in Curriculum Development. New York: World Book Company, 1959.

Association for Supervision and Curriculum Development. Balance in the Curriculum. Washington D. C.: ASCD, 1961.

Barnett, W. Kuhn. Patterns for Curriculum Planning. Richmond: Virginia State Department of Education, 1965.

Bloom, Benjamin S. Ed. Taxonomy of Educational Objectives Handbook I: Cognitive Domain. New York: David McKay Co., Inc., 1956.

Ford, G. W. ed. The Structure of Knowledge and the Curriculum. Chicago: Rand McNally and Company, 1964.

Inlow, Gail M. The Emergent in Curriculum. New York: John Wiley, 1966.

King, Arthur R. Jr. The Curriculum and the Disciplines of Knowledge. New York: John Wiley and Sons, Inc., 1966.

Krathwohl, David R. et al. Taxonomy of Educational Objectives Handbook II: Affective Domain. New York: David McKay Co., Inc., 1956.

Morphet, Edgar L. and Jesser, David L. Designing Education for the Future No. 6: Planning for Effective Utilization of Technology in Education. New York: Citation Press, 1969.

Parker, Cecil J. Process as Content, Curriculum Design and the Application of Knowledge. Chicago: Rand McNally and Co., 1955.

Phenix, Philip H. Realms of Meaning. New York: McGraw-Hill Co., 1964.

Sanders, Norris. Classroom Questions: What Kinds? New York: Harper and Row, 1966.

Taba, Hilda. Curriculum Development: Theory and Practice. New York: Harcourt, Brace, and World, 1962.

Trump, J. Lloyd. Secondary School Curriculum Improvement: Proposals and Procedures. Boston: Allyn and Bacon, Inc., 1968.

Periodicals

Deterline, William A. "Learning Theory, Teaching and Instructional Technology," AV Communication Review (Winter), 1965.

McClellan, Jack. "New Roles for School Libraries," Elementary English (January), 1964.

McGuire, Alice B. "School Librarian: A New Image," Education Leadership (January), 1964.

McMahon, Marie. "A Challenge: The Systems Approach in Development of Media Competencies," Audiovisual Instruction (December), 1967.

Mars, Walter J. "Where Does Technology Fit in the Accreditation of Teacher Education?" Audiovisual Instruction (December), 1967.

Wasserman, Paul. "Professional Adaptation: Library Education Mandate," Library Journal (April), 1970.

Tapes

Curriculum Workers Speak Out for Humanization (presented by Fred Wilhelms). Washington D. C.: ASCD, 1967.

Integrating and Energizing: Two Dimensions of the Curriculum (presented by Paul R. Klohr). Washington D. C.: NEA, npd.

Shaping Curriculum: Blueprints for a New School (presented by William Alexander). New York: ASCD, 1966.

What's At Stake: Value Conflicts and Crises (presented by Harold Dunkel). Washington D. C.: NEA, npd.

. . . guide students in forming appropriate study habits	Miles
Content Area	*Instructor*
Content areas supporting each of the objectives identified by *PROJECT LIBRA*	Instructor responsible for tracking and accounting for content mastery as it is related and integrated with learning activities.

Content area:

The media specialist must facilitate learning by acting as a guide. This includes (1) arranging of an appropriate environment, (2) teaching listening and reading skills, (3) being aware of teacher expectations and assignments as they relate to students, (4) instructing in the use of resources and reference tools, and (5) advising students concerning appropriate note taking techniques.

Traditional and innovative teaching and learning strategies:

See *FIGURE 11* for a description of the strategies to be utilized.

Time requirements:

The time required to master identified content is variable and related to specific learning modules. See *FIGURES 8, 9, 10, and 11.* Content outlined will be accounted for in learning modules and will be tested for in the comprehensive examination to be administered at the completion of the program of studies.

Identified resources under consideration:

Books

Bamm, Henry A. How to Study Successfully. Farmersville, Calif.: Pacific Books, 1968.

Brown, Judy and Grossfield, D. I Wish I'd Known That Before I Went to College. New York: Simon and Schuster, 1966.

Cole, Luella. Student's Guide to Efficient Study. New York; Holt and Co., 1967.

Elliott, H. Chandler. Effective Student. Scranton: Harper and Row, 1967.

Nason, Leslie J. How to Study the Right Way. New York: Simon and Schuster, 1966.

Shulman, Lee S. and Keislor, Evan R. eds. Learning by Discovery--A Critical Appraisal. New York: Rand-McNally Co., 1968.

. . . design, implement, and evaluate systems for media storage and retrieval.	Klontz
Content Area	*Instructor*
Content areas supporting each of the objectives identified by *PROJECT LIBRA*	Instructor responsible for tracking and accounting for content mastery as it is related and integrated with learning activities.

Content area:

The storage and retrieval of library media includes the classification systems for both print and non-print materials--Dewey and Library of Congress as well as letter and number symbols for non-print materials. Classification systems, subject headings, descriptive cataloging, card cataloging, and shelf listing are utilized in relation to a system for media storage and retrieval appropriate for specific educational programs.

Traditional and innovative teaching and learning strategies:

See *FIGURE 11* for a description of the strategies to be utilized.

Time requirements:

The time required to master identified content is variable and related to specific learning modules. See *FIGURES 8, 9, 10, and 11.* Content outlined will be accounted for in learning modules and will be tested for in the comprehensive examination to be administered at the completion of the program of studies.

Identified resources under consideration:

Akers, Susan Grey. Simple Library Cataloging. Metuchen, N.J.: Scarecrow Press, 1969.

American Library Association. A. L. A. Rules for Filing Catalog Cards. Chicago: American Library Association, 1968.

______. Guide to a Selection of Computer-Based Science and Technology Reference Services in the United States. Chicago: American Library Association, 1969.

Anglo-American Cataloging Rules. North American Text. Chicago: American Library Association, 1967.

The Booklist and Subscription Books Bulletin: A Guide to Current Books. Chicago: American Library Association, 1905-1970.

Cataloging Manual for Non-Book Materials in Learning Centers and School Libraries. Ann Arbor: Michigan Association of School Librarians, The Bureau of School Services, The University of Michigan, 1967.

Dewey, Melvil. *Dewey Decimal Classification and Relative Index*. Lake Placid Club, N. Y.: Forest Press, Inc. 1965.

Greer, Helen Thorton. *Charging Systems*. Chicago: American Library Association, 1955.

Hamreus, Dale G. Ed. Media Guidelines: *Development and Validation of of Criteria for Evaluating Media Training*. Monmouth, Ore.: Teaching Research, 1970.

Kujoth, Jean S. *Readings in Nonbook Librarianship*. New York: The Scarecrow Press, Inc., 1968.

Neagley, Ross L.; Evans, Dean N.; and Lynn, Clarence A. Jr. *The School Administrator and Learning Resources*. Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1969.

Piercy, Esther J. *Commonsense Cataloging: A Manual for the Organization of Books and Other Materials in School and Small Public Libraries*. New York: H. W. Wilson, 1965.

Rescoe, A. Stan. *Cataloging Made Easy*. New York: The Scarecrow Press, 1962.

Seely, Pauline A. *A. L. A. Rules for Filing Catalog Cards*. Chicago: American Library Association, 1968.

Standards for Cataloging, Coding, and Scheduling Educational Media. Washington, D. C.: Department of Audiovisual Instruction, N. E. A., 1968.

Westby, Barbara Marietta, ed. *Sears List of Subject Headings*. New York: H. W. Wilson, 1965.

Wilson, H. W. Company. *Children's Catalog*. New York: H. W. Wilson, 1965.

_______. *Senior High School Library Catalog*. New York: H. W. Wilson 1967.

Wyner, Bohdan S. *Introduction to Cataloging and Classification*. Rochester: Libraries Unlimited, Inc., 1967.

Periodicals

Harmon, G. H. "Information Systems: New Partners," *Special Libraries* (March), 1970.

Schaeffer, R. F. "Delight and Pitfalls of Subject Cataloging," *Library Resources and Technical Cataloging* (Winter), 1970.

. . . apply physical, mental, emotional and social processes as they relate to learning and the library media program	Hug
Content Area	*Instructor*
Content areas supporting each of the objectives identified by *PROJECT LIBRA*	Instructor responsible for tracking and accounting for content mastery as it is related and integrated with learning activities.

Content area:

Emphasis is placed on physical, mental, emotional, and social process as they relate to (1) readiness, (2) entry behavior, (3) learning style, (4) encoding, (5) decoding, (6) learning conditions, (7) motivation, (8) pacing, (9) reinforcement, (10) retention, (11) sequencing, (12) evaluating, (13) presentation forms, and (14) media-mixes.

Traditional and innovative teaching and learning strategies:

See *FIGURE 11* for a description of the strategies to be utilized.

Time requirements:

The time required to master identified content is variable and related to specific learning modules. See *FIGURES 8, 9, 10, and 11.* Content outlined will be accounted for in learning modules and will be tested for in the comprehensive examination to be administered at the completion of the program of studies.

Identified resources under consideration:

Ackerman, Nathan W. et al. Summerhill: For and Against. New York: Hart Publishing Co., 1970.
Banathy, Bela H. Instructional Systems. Palo Alto: Fearon Publishers, 1968.
Berrien, F. Kenneth. General and Social Systems. New Brunswick: Rutgers University Press, 1968.
Bertalanffy, Ludwig von. General System Theory. New York: George Braziller, 1968.
Brackenbury, Robert L. Getting Down to Cases. New York: G. P. Putnam's Sons, 1959.
Briggs, Leslie J. Sequencing of Instruction in Relation to Hierarchies of Competence. Pittsburgh: American Institutes for Research, 1968.

Broudy, Harry S. and Palmer, John R. *Exemplars of Teaching Method*. Chicago: Rand McNally and Co., 1965.

Bruner, Jerome S. *On Knowing--Essays for the Left Hand*. New York: Atheneum, 1967.

______. *The Process of Education*. New York: Vintage Books, A Division of Random House, 1960.

Crow, Lester D. and Crow, Alice eds. *Readings in Human Learning*. New York: David McKay Co., Inc., 1964.

DeCecco, John P. *Human Learning in the School*. New York: Holt, Rinehart and Winston, 1964.

Fantini, Mario D. *The Reform of Urban Schools*. Washington, D. C.: N. E. A., 1970.

Foshay, Arthur W. *Curriculum for the 70's: An Agenda for Invention*. N. E. A., 1970.

Gagne, Robert M. *The Conditions of Learning*. New York: Holt, Rinehart and Winston, Inc., 1965.

Goffman, Erving. *The Presentation of Self in Everyday Life*. Garden City, N. Y.: Doubleday Anchor Books, 1959.

Gross, Ronald ed. *The Teacher and the Taught*. New York: Dell Publishing Co., Inc., 1963.

Hall, Edward T. *The Silent Language*. Greenwich, Conn.: Fawcett Publications, Inc., 1959.

Hansen, Donald A. and Gerstl, Joel E. eds. *On Education--Sociological Perspectives*. New York: John Wiley and Sons, Inc., 1967.

Harris, Theodore L. and Schwahn, Wilson E. eds. *The Learning Process*. New York: Oxford University Press, 1961.

Kibler, Robert J.; Barker, Larry L.; and Miles, David T. *Behavioral Objectives and Instruction*. Boston: Allyn and Bacon, Inc., 1970.

Kneller, George F. *The Philosophy of Education*. New York: John Wiley and Sons, Inc., 1964.

Komisar, B. Paul and Macmillan, C. J. B. eds. *Psychological Concepts in Education*. Chicago: Rand McNally and Co., 1967.

Krumboltz, John D. ed. *Learning and the Educational Process*. Chicago: Rand McNally and Co., 1965.

Lee, Gordon C. *Education and Democratic Ideals*. New York: Harcourt, Brace and World, Inc., 1965.

Levenson, William B. *The Urban School in Transition*. Chicago: Rand McNally and Co., 1968.

Mager, Robert F. *Developing Attitude Toward Learning*. Palo Alto: Fearon Publishers, 1968.

______. *Preparing Instructional Objectives*. Palo Alto: Fearon Publishers, 1962.

Neill, A. S. *Summerhill*. New York: Hart Publishing Co., 1960.

Ripple, Richard E. *Learning and Human Abilities: Educational Psychology*. New York: Harper and Row, Publishers, 1964.

Scobey, Mary-Margaret, and Graham, Grace eds. *To Nurture Humaneness: Commitment for the 70's*. Washington, D. C.: Association for Supervision and Curriculum Development, 1970.

Silberman, Charles E. *Crisis in the Classroom: The Remaking of American Education*. New York: Random House, 1970.

Skinner, B. F. *Walden Two*. New York: The Macmillan Co., 1948.

Smith, Karl U. and Smith, Margaret Foltz. *Cybernetic Principles of Learning and Educational Design*. New York: Holt, Rinehart and Winston, Inc., 1966.

Stephens, J. M. *Educational Psychology*. New York: Holt, Rinehart and Winston, 1962.

Stone, James C. *Breakthrough in Teacher Education*. San Francisco: Jossey-Bass Inc., Publishers, 1970.

Torrance, E. Paul and Strom, Robert D. *Mental Health and Achievement*. New York: John Wiley and Sons, Inc., 1965.

Thompson, James J. *Instructional Communication*. New York: American Book Company, 1969.

Tosti, Donald T. and Ball, John R. *A Behavioral Approach to Instructional Design and Media Selection*. Albuquerque: The Behavior Systems Division, Westinghouse Learning Corp., 1969.

Travers, Robert M. W. *Man's Information System: A Primer for Media Specialists and Educational Technologists*. Scranton: Chandler Publishing Co., 1970.

. . . determine and implement purposes, functions, and components of the library media center necessary to support the total school program	Klontz
Content Area	*Instructor*
Content areas supporting each of the objectives identified by *PROJECT LIBRA*.	Instructor responsible for tracking and accounting for content mastery as it is related and integrated with learning activities.

Content area:

This area of management and administration includes the formulation and implementation of a system for identifying purposes, functions, and components of the library media program necessary to the support of the total school program. This includes the development of evaluation criteria and the demonstration of minimal competency for applying criteria.

Traditional and innovative teaching and learning strategies:

See *FIGURE 11* for a description of the strategies to be utilized.

Time requirements:

The time required to master identified content is variable and related to specific learning modules. See *FIGURES 8, 9, 10, and 11.* Content outlined will be accounted for in learning modules and will be tested for in the comprehensive examination to be administered at the completion of the program of studies.

Identified resources under consideration:

Books

American Library Association and National Educationa Assocation. Standards for School Media Programs. Chicago: A. L. A., 1969.

Brown, James W., and Norberg, Kenneth D. Administering Educational Media. New York: McGraw-Hill Book Co., 1965.

Burkett, Jack. Trends in Special Librarianship. Hamden, Conn.: Archon Books and Clive Bingley Ltd., 1969.

Carpenter, C. R. The New Media Implications for Future Roles of College Teachers. University Park: Pennsylvania State University, 1963.

Cyphert, F. R. and Spaights, E. An Analysis and Projection of Research in Teacher Education. Columbus: The Ohio State University Research Foundation, 1964.

Fulton, W. R. Criteria Relating to Educational Media Programs in School Systems. U. S. Office of Education, Title VII, Public Law 85-864. Norman: University of Oklahoma, 1966.

Gerlach, Vernon. The Professional Education of the Media Specialist. Tempe: Arizona State University, 1966.

Goldstein, Harold ed. Implications of the New Media for the Teaching of Library Science. Champaign: Graduate School of Library Science, University of Illinois, 1963.

Hug, William E. and Miller, Thomas E. The Big M in Education--Media Specialist: A Role Defined. Montgomery: Elementary Division, State Department of Education, 1970.

Kieffer, Robert E., and Kieffer, Melissa H. Media Milestones in Teacher Training. Washington, D. C.: Educational Media Council, Inc., 1969.

Stone, C. W. ed. The Professional Education of Media Service Personnel. Pittsburgh: Graduate Library School, University of Pittsburgh, 1964.

Swarthout, Charlene R. The School Library as a Part of the Instructional System. New York: Scarecrow Press, Inc. 1967.

Periodicals

Asheim, Lester. "Education and Manpower for Librarianship," Library Journal (October), 1968.

_______. "The State of the Accredited Library Schools, 1966-1967," Library Quarterly (October), 1968.

Bromberg, Erik. "Education for Special Librarianship: A Curriculum Proposal," Special Libraries (October), 1968.

Grazier, Margaret H., "Effects of Change on Education for School Librarians," Library Trends (April), 1969.

Harlow, Neal. "Changing the Curriculum," Journal of Education for Librarianship (Fall), 1969.

Hug, William E. "The Media Specialist: Enroute and Terminal Competencies," Improving College and University Teaching (in press).

_______. "A Teacher Looks at the Administrator's Role in the Process of Change," Science Education (October), 1969.

_______ and Waldrop, Ruth. "What Is a Media Specialist?" Alabama School Journal (in press).

Josey, E. J. and Blake, Fay M. "Educating the Academic Librarian." Library Journal (January), 1970.

Ramey, James W. "Simulation in Library Administration." Journal of Education for Librarianship (Fall), 1967.

Swank, Raynard C. "Documentation and Information Science in the Core Library School Curriculum," Special Libraries (January), 1967.

Films

Missouri State Library. The Hottest Spot in Town.

School Library Manpower Project. At The Center.

. . . interpret the media program as it relates to the school and community	Associate Director
Content Area	*Instructor*
Content areas supporting each of the objectives identified by *PROJECT LIBRA*.	Instructor responsible for tracking and accounting for content mastery as it is related and integrated with learning activities.

Content Area:

The work of the school media center is facilitated when the community is made cognizant of its function in the total school program. All models for new school programs depend upon the integration of media into the total school curriculum. The schools cannot carry these programs alone. Effective community action, therefore, is an operational imperative. Methods for stimulating community interest will be investigated and implemented.

Traditional and innovative teaching and learning strategies:

See *FIGURE 11* for a description of the strategies to be utilized.

Time requirements:

The time required to master identified content is variable and related to specific learning modules. See *FIGURES 8, 9, 10, and 11.* Content outlined will be accounted for in learning modules and will be tested for in the comprehensive examination to be administered at the completion of the program of studies.

Identified resources under consideration:

Books

Asheim, Lester. Persistent Issues in American Librarianship. Chicago: Graduate Library School, The University of Chicago, 1961.

Association for Supervision and Curriculum Development. Curriculum Decisions; Social Realities. Washington, D. C.: ASCD, 1970.

Crosby, Muriel. An Adventure in Human Relations. Chicago: Follett Publishing Company, 1965.

Gaver, Mary Virginia. Patterns of Development in Elementary School Libraries Today. Chicago: Encyclopaedia Britannica, Inc., 1969.

Hart, Richard L. and Saylor, Galen J. Student Unrest: Threat or Promise? Washington, D. C.: Association for Supervision and Curriculum Development, 1970.

Overly, Norman ed. The Unstudied Curriculum: Its Impact on Children. Washington, D. C.: Association for Supervision and Curriculum Development, 1970.

Rossel, Beatrice Sawyer. Public Libraries in the Life of the Nation. Chicago: American Library Association, 1943.

Rossoff, Martin. The Library in High School Teaching. New York: H. W. Wilson Co., 1961.

Schueler, Herbert and Lesser, Gerald. Teacher Education and the New Media. Washington, D. C.: The American Association of Colleges for Teacher Education, 1967.

Taylor, James L.; Mahar, Mary Helen; and Darling, Richard L. Library Facilities for Elementary and Secondary Schools. Washington, D. C.: Office of Education, USOE, 1965.

Wilson, T. D. and Stemphenson, J. Dissemination of Information. Hamden, Conn.: Archon Books and Clive Bingley Ltd., 1969.

Periodicals

Clarke, N. F. "Library Education in an Era of Media," Contemporary Education (November), 1969.

Croneberger, R. B. and Welbourne, J. C. "Triumph and Tragedy: A Play in Two Acts; The High John Library," Library Journal (May), 1970.

Crosby, C. W. "Providence: A Community Relations Program," Wilson Library Bulletin (May), 1969.

Hartz, F. R. "Public Relations and Secondary School Media Center: The Directors Role," Audiovisual Instruction (January), 1970.

Rao, P. V. "Library Orientation: A Multimedia Approach," Audiovisual Instruction (May), 1970.

Swanson, C. E. "Intellectual Freedom; Good Press Relations Are a Must," ALA Bulletin (January), 1969.

. . . express a commitment to continued professional growth	Miles
Content Area	*Instructor*
Content areas supporting each of the objectives identified by *PROJECT LIBRA*.	Instructor responsible for tracking and accounting for content mastery as it is related and integrated with learning activities.

Content area:

Factors that contribute to the formation of a positive philosophy of self as well as a philosophy for the library media center will be considered. Five educational imperatives will be developed: (1) an understanding for the necessity for and adaptation to change, (2) a belief in the necessity for and respect for the individual, (3) a commitment to a humane and open society, (4) an understanding of the issues of the profession, and (5) an examination and reexamination of professional goals. Professionalism also incorporates a detailed study of appropriate codes of ethics which include a study of ethical practices in the use of media. Comprehension and application of professional responsibilities will be identified and developed. The necessity for self improvement will be stressed.

Traditional and innovative teaching and learning strategies:

See *FIGURE 11* for a description of the strategies to be utilized.

Time requirements:

The time required to master identified content is variable and related to specific learning modules. See *FIGURES 8, 9, 10, and 11.* Content outlined will be accounted for in learning modules and will be tested for in the comprehensive examination to be administered at the completion of the program of studies.

Identified resources under consideration:

Books

Frymier, Jack R. and Hawn, Horace C. Curriculum Improvement for Better Schools. Worthington, Ohio: Charles A. Jones Publishing Co., 1970.

Georgiades, William et al. Design for Change: A Strategy for Curriculum Improvement. Parlier, Calif.: Parlier Unified School District, 1968.

Henderson, Algo. The Innovative Spirit. San Francisco: Jossey-Bass Inc., 1970.

Professional Responsibility for Improvement of Instruction. Burlingame, Calif.: California Teachers Association, 1967.

Scobey, Mary Margaret ed. To Nurture Humaneness: Commitments for the 70's. Washington, D. C.: Association for Supervision and Curriculum Development, 1970.

Simulation--Focus on Decision Making. Viewpoints. Bloomington, Indiana: School of Education, Indiana University, 1970.

We Meet to Confer, A Primer in Professional Negotiations. Burlingame, Calif.: California Teachers Association, 1966.

. . . conduct workshops, in-service instruction, disucssions, demonstrations, and other activities that assist users to better utilize the school library media center	Dawson
Content Area	*Instructor*
Content areas supporting each of the objectives identified by *PROJECT LIBRA.*	Instructor responsible for tracking and accounting for content mastery as it is related and integrated with learning activities.

Content area:

Techniques utilized in in-service education including working with individuals, small groups, and large groups must be appropriately applied for the purposes identified. The instructional function includes the preparation of objectives, the translation of objectives into viable systems of in-service instruction, and follow up and evaluation of the effectiveness of the training.

Traditional and innovative teaching and learning strategies:

See *FIGURE 11* for a description of the strategies to be utilized.

Time requirements:

The time required to master identified content is variable and related to specific learning modules. See *FIGURES 8, 9, 10, and 11.* Content outlined will be accounted for in learning modules and will be tested for in the comprehensive examination to be administered at the completion of the program of studies.

Identified resources under consideration:

Books

Brown, James et al. AV Instruction: Media and Method. New York: McGraw-Hill Book Co., 1969.

Coplan, Rate. Effective Library Exhibits: How to Prepare and Promote Good Displays. New York: Oceana Publications, 1958.

East, Marjorie. Display for Learning. New York: Dryden Press, 1952.

Erickson, Carlton. Administering Audio Visual Services. New York: Macmillan, 1959.

Fargo, Lucile F. The Library In the School. Chicago: American Library Association, 1947.

Gardiner, Jewel. Administering Library Service In the Elementary School. Chicago: American Library Association, 1954.

Horn, George F. Bulletin Boards. New York: Reinhold Publishing Corp., 1962.

_______. How to Prepare Visual Materials for School Use. Worchester, Mass.: Davis Publications, 1963.

_______. Posters: Design Making Reproducing. Worchester, Mass.: Davis Publications, 1964.

Pearson, Neville P. and Butler, Lucius. Instructional Materials Centers: Selected Readings. Minneapolis: Burgess Publishing Co., 1969.

Shores, Louis; Jordan, Robert; and Harvey, John eds. The Library College. Philadelphia: Drexel Institute of Technology, 1966.

. . . evaluate and encourage promising innovative practices as they relate to the media program	Dawson
Content Area	*Instructor*
Content areas supporting each of the objectives identified by *PROJECT LIBRA*.	Instructor responsible for tracking and accounting for content mastery as it is related and integrated with learning activities.

Content area:

This content area concentrates on the impact of innovation on the school with a special emphasis on the library media program. Promising practices are investigated. The emerging roles of the teacher and media specialist are considered. The role of the library media specialist as a change agent is developed.

Traditional and innovative teaching and learning strategies:

See *FIGURE 11* for a description of the strategies to be utilized.

Time requirements:

The time required to master identified content is variable and related to specific learning modules. See *FIGURES 8, 9, 10, and 11.* Content outlined will be accounted for in learning modules and will be tested for in the comprehensive examination to be administered at the completion of the program of studies.

Identified resources under consideration:

Books

Evans, Richard E. Resistance to Innovation in High Education. San Francisco: Jossey-Bass Publishers, Inc., 1970.

Goodlad, John I. et al. The Changing School Curriculum. New York: Georgian Press, Inc., 1966.

Hefferlin, J. B. Dynamics of Academic Reform. San Francisco: Jossey-Bass Publishers, Inc., 1969.

Jersild, Arthur T. When Teachers Face Themselves. New York: Teachers College Press, Columbia University, 1967.

Lawler, Marcella. Strategies for Planned Curricular Innovation. New York: Teachers College Press, Columbia University, 1970.

Lifton, Walter M. ed. Educating for Tomorrow: The Role of Media Career Development and Society. New York: John Wiley and Sons, Inc., 1970.

Miles, Mathew B. ed. Innovation in Education. New York: Teachers College Press, Columbia University, 1964.

New Media and College Teaching. Washington D. C.: Bureau of Libraries and Instructional Technology, HEW, 1968.

Oettinger, Anthony G. Run, Computer Run: The Mythology of Educational Innovation. Cambridge, Mass.: Harvard University Press, 1969.

Postman, Neil and Weingartner, Charles. Teaching as a Subversive Activity. New York, Delacorte Press, 1969.

The Process of Innovation in Education. Englewood Cliffs, N. J.: Educational Technology Publications, npd.

Shostrom, Everett L. Man, the Manipulator. New York: Bantam Books, 1970.

Teacher Education--Issues and Innovation. Washington, D. C.: AACTE Yearbook, 1968.

Weisgerber, Robert A. ed. Instructional Process and Media Innovation. Chicago: Rand McNally and Co., 1968.

. . . develop and implement methods for utilizing community resources in the school media program	Miller
Content Area	*Instructor*
Content areas supporting each of the objectives identified by *PROJECT LIBRA*.	Instructor responsible for tracking and accounting for content mastery as it is related and integrated with learning activities.

Content area:

Content includes (1) identification of community resources, (2) rationale for using community resources, (3) basic principles in using community resources, and (4) formulation of criteria for selecting community resources. An emphasis is placed on how community resources can become a part of the total school program.

Traditional and innovative teaching and learning strategies:

See *FIGURE 11* for a description of the strategies to be utilized.

Time requirements:

The time required to master identified content is variable and related to specific learning modules. See

FIGURES 8, 9, 10, and 11. Content outlined will be accounted for in learning modules and will be tested for in the comprehensive examination to be administered at the completion of the program of studies.

Identified resources under consideration:

Books

Bottrell, Harold R. Teaching Tools. Pittsburgh: Boxwood Press, 1957.

Davies, Ruth Ann. The School Library: A Force for Educational Excellence. New York: R. R. Bowker, Co., 1969.

Hanna, Lavone A.; Potter, Gladys L.; and Hagaman, Neva. Unit Teaching in the Elementary School. New York: Holt, Rinehart and Winston, 1963.

Konder, James S. Using Audio-Visual Materials In Education. New York: American Book Company, 1965.

Lowrie, Jean Elizabeth. Elementary School Libraries. New York: Scarecrow Press, Inc., 1961.

Thomas, Murray R. and Swartout, Sherwin G. Integrated Teaching Materials. New York: David McKay Company, Inc., 1963.

Williams, Catharine M. Learning From Pictures. Washington, D. C.: Department of Audiovisual Instruction, NEA, 1968.

Wittich, Walter Arno and Schuller, Charles Francis. Audiovisual Materials. New York: Harper and Row, 1967.

Periodicals

Anderson, D. P. "Community Resources in a Teaching Unit on Religion: Harriton High School of Lawer Merion, Pa," Social Education (December), 1969.

Corder, Geneva. "The Creative Elementary School Library and Social Studies," Wilson Library Bulletin (April), 1962.

XIII. STAFF

The inter-disciplinary, multi-level nature of the staff of the new Department of Educational Media has been planned in response to Auburn's commitment to a differentiated staff and a career ladder as well as Auburn's recognition of the inter-disciplinary characteristic of educational media. The many kinds of degrees earned by the staff of the Department of Educational Media illustrate their diverse preparation. The staff hold undergraduate and graduate degrees in art, biology, chemistry, communication theory, curriculum, English, industrial education, instructional technology, librarianship, and social studies. These personnel have the combined experience of over fifty years in directing library and audio-visual services on all educational levels. In addition, the staff have over forty-five years experience as teachers and administrators in the public schools.

Since a majority of its members have served as practitioners in the field, the staff can offer practical as well as theoretical education in the training of media specialists. The Department, composed of a staff with diversified skills and employment experiences, currently employs personnel with expertise in communication theory and design (Dawson), group dynamics and materials development (Miller), and curriculum development and administration (Hug). In the field of school librarianship, we have competencies in bibliography (Miles), public relations and information retrieval systems (Klontz), and school library media specialization (Speegle). For production work, a specialist in materials design is employed (Capps). The wealth of educational backgrounds and variety of experiences are indicated in the staff's vitas.

In order to implement *PROJECT LIBRA* and to develop a more equitable balance in existing competencies, *PROJECT LIBRA* will seek an assistant director with broad competencies in the field of librarianship, with varied field and university experiences, and with a sound educational background (preferably a doctorate) in librarianship. In addition, this person should demonstrate a genuine commitment to the goals and objectives of *PROJECT LIBRA*.

The diversity of instructional methodology utilized by the staff is apparent in Sections XI and XII, Program of Study and Training and Curriculum Content Résumés.

Since the competencies required of a school library media specialist include areas outside the Department of Educational Media, other departments and schools within the University will be utilized. Consultants within the institution have been identified from the following areas: (1) Speech Department, (2) Ralph Brown Draughon Library (main library), (3) School of Business, (4) Auburn Computer Center, (5) Department of Psychology, (6) Department of Sociology, and (7) other departments within the School of Education. The close cooperation between the ten schools at Auburn University facilitates the inter-disciplinary approach necessary to fulfill the goals of *PROJECT LIBRA*. Consultants from inside and outside the University will serve as (1) part of the on-going instructional program, (2) assistants in curriculum construction, (3) resource personnel for staff development, and (4) members of the curriculum validating and evaluating team. A list of the consultants within and outside the University will be presented upon the funding of the project.

The staff development program will include regularly scheduled staff meetings, study groups, committee work, workshops, seminars, institutes, and professional organizational meetings. A concentrated series of meetings, study groups, workshops and seminars will begin in March, 1971. Monies provided for planning by the School Library Manpower Project will be matched by the Department of Educational Media in order to insure adequate funds for securing consultant help, to purchase identified teaching and learning materials, to produce materials not available commercially, and to pay travel expenses of staff members preparing field centers for the program. In addition, two graduate assistants will be released to assist the staff in program development.

The first meeting of the staff, a general orientation session conducted by the project director, will include the Advisory Board, field-center personnel, and administrative personnel from Auburn University. Directly following this meeting, the Advisory Board will discuss topics on the agenda prepared by the director while the staff and field-center personnel meet to discuss the parameters of the program, including the involvement of the field centers prior to the summer of 1971. Plans for staff development following the general orientation include staff meetings, study groups, committee work, workshops, seminars, institutes, and professional meetings.

The regularly scheduled staff meetings will consider the articulation of *PROJECT LIBRA* with the more traditional activities of the department; the routine organizational and procedural matters; and plans for study groups, committees, workshops, seminars, institutes, and professional organizational meetings.

The study groups, which will be composed of staff members, field and University participants, and University consultants, will be long-range, in-depth studies of disciplines contributing to the content of the substantive part of the training of media specialists.

The committee work will involve regularly scheduled work in specific problem areas in all segments of the project such as program evaluation, publications, identification of consultants, and schedule planning.

Two-day workshops are planned for each quarter for the development of curricular materials. Semi-annual seminars utilizing consultants will be conducted. Topics for consideration will be identified during the program and consultants with expertise in these areas will be selected and invited to participate in the appropriate seminar.

Professional leaders throughout the Southeast will participate in an annual institute. The purpose for the institute is to gain insight and to analyze problems relative to the program with the educational community.

At the state, regional, and national professional organizational meetings such as ALA, ASCD, and AECT, the staff will disseminate information about the project and share experiences with the personnel of other projects. Ideas gained at these meetings will be brought back to the University for consideration in the constant evaluation and modification of *PROJECT LIBRA*.

XV. FACILITIES, EQUIPMENT AND MATERIALS

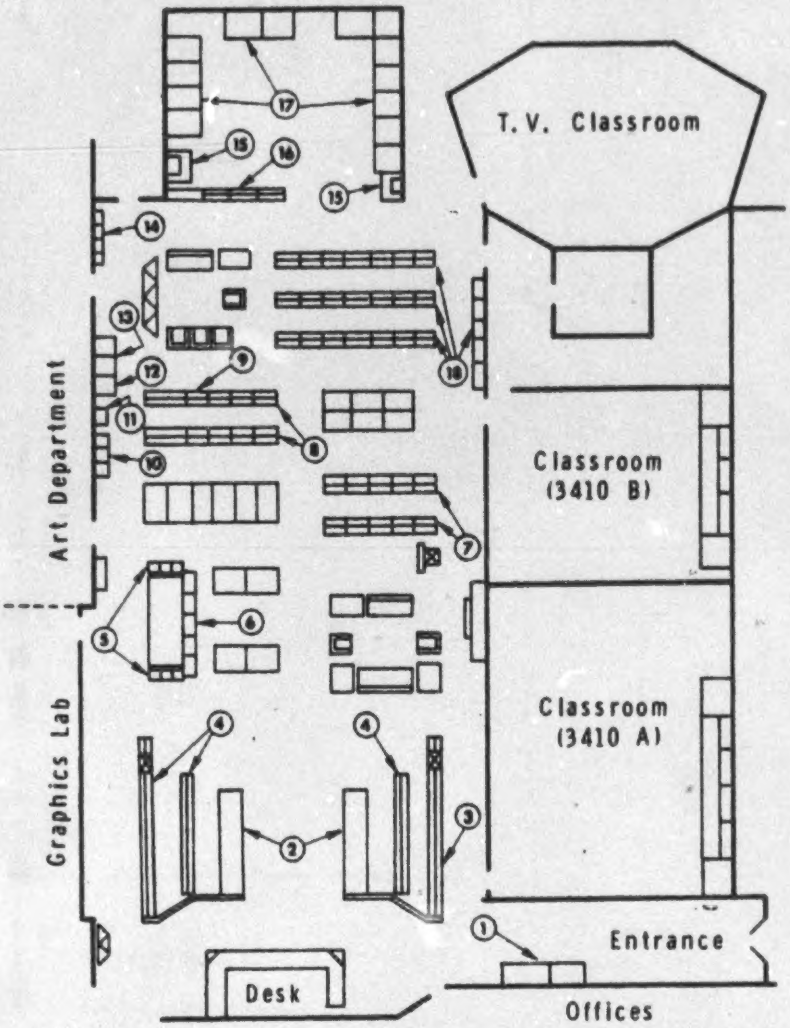
The Learning Resources Center in the Department of Educational Media is a theoretical model, exemplary of the proposed physical plant setting for the school library media specialist. The design of the center is illustrated in FIGURE 12.

Equipment in the curriculum laboratory which is available and relevant to the experimental program includes an area for previewing film, a workroom for school library education practicum work, carrels and tables for individual and/or group study and research, and lounge furniture. Equipment for previwing film and other non-book materials in the curriculum laboratory includes (1) sound filmstrip viewers (cassette tape and record), (2) silent filmstrip previewers, (3) film loop previewers, (4) a microfiche reader, (5) a microfiche reader-printer, (6) record players, and (7) tape recorders. Storage cabinets for the multi-media collection shelve thirteen types of non-book materials.

The graphics laboratory is equipped for independent or supervised instruction and production. The laboratory is equipped to aid students in the preparation of different types of transparencies, 35mm slides, and

FIGURE 12

LEARNING RESOURCES CENTER
Guide to Curriculum Lab



1. Card Catalog
2. Vertical File
3. Reference Books
4. Professional Books
5. Records
6. Curriculum guides
7. Magazines
8. Textbooks
9. Programmed Texts
10. Filmstrips
11. Film Loops
12. Games/Transparencies
13. Audio Tapes
14. Theses and Dissertations
15. Picture File
16. Sound Filmstrips
17. Kits
18. Juvenile Books

charts, graphs, and graphic displays. Existing production equipment includes (1) 3M Infra-red Process, (2) 3M Dry Photo, (3) facilities for hand-made transparencies including write-on and colorlift, (4) a Goodkin visualizer, (5) a General Binding Corporation laminator, (6) a Dry-mount press, and (7) a large type IBM Executive typewriter. Files of masters for overhead transparency production contain 3M Diazo Transparency Masters, K & E Diazo Transparency Masters, and Division of Instructional Media Overhead Transparency Masters. For the production of 35mm slides, the laboratory owns two Nikkormat cameras, one micro-NIKKOR-P lens for close-up work, two NIKON copy stands, and two Color Tran quartz lights. Color pictures for 35mm copy photography and reference have been mounted and filed alphabetically according to subject matter.

The following equipment, located in the Learning Resources Center, is provided for the School of Education and may be checked out by a student with permission of a member of the instructional staff: 16mm projectors, 8mm loop projectors, tape recorders, slide projectors, filmstrip projectors, Dukane filmstrip cassette A-V matics, opaque projectors, record players, television sets, head phones, video tape recorders, dissolve units, screens, small preview screens, and a portable public address system.

Also located within the Department of Educational Media is the duplicating services center for the School of Education. In the duplicating center and in the graphics laboratory, the student may purchase, reproduce, or duplicate the materials he needs at a low cost.

All of the existing equipment will be relevant to the experimental program, not only in the instructional aspect but also in the practical value of familiarizing the student with the equipment he will use as a media specialist.

The production equipment and teaching/learning machines necessary for materialization of the project are available. Since the present production equipment is adequate for anticipated needs, the money not allocated for instruction, consultants, and travel will be utilized for the generation of materials. Learning resources such as books, films, filmstrips, transparencies, etc. which are directly related to the project and which are not already owned by the Department of Educational Media will be purchased from project funds.

All resources normally available to students of Auburn University will be augmented by resources at selected field centers. In addition, materials from the library service component of the Alabama State Department of Education and from centralized services of larger participating districts will be available for the program.

XVI. RESEARCH, EVALUATION AND DISSEMINATION

The Research and Evaluation Team of *PROJECT LIBRA* will report directly to the project's Advisory Board. The Advisory Board will recommend ways and means by which the findings may be utilized for program improvement (see FIGURE 13). These recommendations will be acted upon by the staff during the curriculum planning sessions of the staff development program. The objective and subjective assessment of the program's effectiveness by the Research and Evaluation Team will be based on data produced by (1) substantive and affective measures generated by the Research and Evaluation Team in order to answer specific research questions (see FIGURE 13), and (2) feedback generated by participants and staff as modules are developed and tested. In addition, the Research and Evaluation Team will construct the entrance examination to be administered to participants at the beginning of the program and the comprehensive examination to be completed by participants as a terminal activity. The entrance examination will be based on identified prerequisites (refer to FIGURE 8). The comprehensive examination will be an appropriately

FIGURE 13

OBLIGATIONS OF THE RESEARCH AND EVALUATION TEAM

RESEARCH QUESTION	SPECIFICATIONS FOR MEASUREMENT
How valid is the program?	Determine the degree to which *PROJECT LIBRA* fits parameters detailed in (1) *School Library Manpower Project Task Analysis*, (2) "Occupational Definitions for School Library Media Specialist," (3) "Major Areas of Competencies for the Education of School Library Media Specialists," (4) "Suggestions for Curriculum Content within Major Areas of Competencies," and (5) other identified models.
How reliable is the program?	Determine the degree to which program objectives are realized.
How flexible is the program?	Determine the degree to which the program meets the individual needs of participants.
How is feedback utilized in the program?	Determine the degree to which feedback is utilized for regulation and control of succeeding action cycles.
How do participants, staff and visiting personnel feel about the program?	Determine the degree to which positive and negative feelings (attitudes) are expressed toward the project.
How well do graduates perform in the way initially described?	Determine the degree to which the total program meets validated objectives.

derived sample of module criterion measures. A continuing obligation of the Research and Evaluation Team will be to improve ways and means of identifying the prerequisites needed for participants entering the program and to provide ways and means of evaluating graduates on the job in order to determine the effectiveness of their preparation.

The Research and Evaluation Team shall have regularly scheduled meetings and consist of fifteen permanent members who have the authority to appoint *ad hoc* committees and employ consultants as they deem necessary. Membership shall consist of one member and an alternate from the advisory board, six staff members, six participants, and one consultant with expertise in program evaluation. Each of the six staff members will be responsible for one of the six research questions (see FIGURE 13). Tasks, deadlines, and procedures will be set by the Executive Committee of the Research and Evaluation Team and shall be composed of the member or alternate from the Advisory Board, the Associate Director of the project, and the consultant.

Three primary publications will be established for the purpose of information dissemination. First, at the end of each cycle (refer to FIGURE 7 for cycle time line), a formal report will be developed and published by the Research and Evaluation Team. Second, curriculum guides containing (1) problem identification and justification, (2) global objectives, (3) a description of prerequisites required, (4) performance (behavioral) objectives, (5) criterion measures, (6) teaching and learning strategies, (7) annotated bibliography of tested learning materials, and (8) a discussion and evaluation of the target curricular problem will be published. A guide will be prepared for each problem area (global objectives). Third, a series of occasional papers will be generated from topics identified by the Advisory Board, the director, associate director, the staff, and/or participants. Occasional papers may include (1) review of the literature as it relates to the emerging role of the school library media specialist, (2) summaries of papers, comments, and discussions generated by visiting consultants, staff, and participants, (3) objective discussions of controversial topics generated by the emerging role of the school library media specialist, (4) in-depth studies of particular content areas as they relate to the education of school library media specialists, (5) reports of the procedings of meetings, survey results, conferences, workshops, and other activities which need visibility but are not included in the proceding.

The Advisory Board will serve as the editorial board for all project publications. The project director will be responsible for all publications and will be the liaison between *PROJECT LIBRA* and the School Library Manpower Project. The director may delegate authority for individual publications to the associate director or other appropriate individuals. The Research and Evaluation Team, the Advisory Board, the director, and project's staff as well as the participants will all contribute to the research, evaluation, and dissemination phases of *PROJECT LIBRA*.

XVII. ADVISORY BOARD

The principal duties of the Advisory Board are: (1) to formulate policies, (2) to set priorities, (3) to assist the Research and Evaluation Team, (4) to serve as an editorial board to major publications, and (5) to serve as a liaison between the project and the greater community. All members of the Advisory Board have been contacted and will be formally appointed after funding with the exception of the student member who will be identified in the summer of 1971. The Advisory Board represent a broad cross section of the greater community and are actively involved with their schools, libraries, and communities.

The Advisory Board are:

Dr. Kenneth A. Cadenhead, Director TTT Project
School of Education
Auburn University
Auburn, Alabama 36830

Mrs. Mozelle Cummings, Assistant Director
and Head of Field Services
Public Library Service
155 Administration Building
Montgomery, Alabama 36103

Mr. James E. Owen, Superintendent Schools
Phenix City Board of Education
P. O. Box 460
Phenix City, Alabama 36837

Mrs. Gloria Jean Sanders, Library Media Specialist
Samford Middle School
Auburn, Alabama 36830

Student, *PROJECT LIBRA*
(Will be identified in the summer of 1971)

The Director and Associate Director of *PROJECT LIBRA* are *ex officio* members of the Advisory Board. The Director is responsible for calling meetings and preparing the agenda.